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ABSTRACT

This report offers help to teachers, teacher trainees, students, and local foreign language professional organizations in moving out of their traditional environments and into the community where they may identify natural constituencies and develop public support for foreign language programs. The first section presents an outline for a six-part interdisciplinary unit for foreign language and journalism teachers. The purpose of the unit is to prepare for the promotion of Foreign Language Week. The unit also illustrates how foreign language teachers can relate their curricula to other disciplines in their schools through the promotion of their programs. The second section presents a compilation of Foreign Language Week materials used in Washington State. It includes extensive examples and details on reaching various community constituencies. Section three presents a step-by-step process for presenting an educational issue to the community. A format is discussed for bringing together representatives of business, government, the media, civic organizations, and education. In the fourth section, examples of promotion and press pieces developed to use at the annual state foreign language conference as a public relations event are presented. Also included is a selected bibliography on public awareness. (Author/JK)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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PR Prototypes: A Guidebook for Promoting Foreign Language Study to the Public

Compiled by Rosanne Gostovich Royer and Lester W. McKim
Based on materials contributed by the Board of the Washington Association of Foreign Language Teachers/ ACTFL/JoAnne Bubacz of the Washington Journalism Association/Elizabeth S. Hemkes of North Syracuse (New York) High School

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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INTRODUCTION

Teacher and student efforts to improve public support for schools are no longer a choice but a necessity. The revitalization of education in the United States will depend on a fresh, forceful reaching out from every classroom. For too many years we have relied on "showy" programs such as band, orchestra, sports, and drama to make the public feel good about schools. Now the time has come when we must "sell" foreign language and other solid subjects to convince the public that teachers are serious about their work. Most of these public relations efforts can be developed right in the classroom.

The challenge of building public awareness and support is an awesome but positive development. In the process of "marketing" education, faculty and students clarify their own teaching and learning goals. Foreign language teachers and students can learn to explain very effectively the significance of foreign language studies in the total education of a youngster.

The rewards of public awareness efforts have already been felt in our profession over the past few years. The report of the President's Commission on Foreign Language and International Studies has received considerable publicity, and extensive contacts have been made with the members of Congress, laying the groundwork for solid support in the future. If this kind of activity is to be increased and if it is to translate into long-term support for programs, it must involve an increasing number of teachers in <u>local</u> efforts. In our view, there are two major problem areas to address in order to assure local involvement.

The first of these is that although many excellent articles and guides have been published suggesting activities for building community awareness, there is a lack of specific step-by-step details on how to conduct a promotional campaign. The members of a foreign language department may put considerable energy into a successful event within their school; but they usually fall short on techniques for reaching the diverse (and <u>natural</u>) constituencies outside the school who influence decisions on school budgets and programs. The result is a discouraged conclusion that "it doesn't do any good to promote a foreign language event because programs are being cut anyway." In the hope that our extensive efforts at promotion in Washington State can be of benefit to others, the WAFLT Board offers numerous prototypes in the present publication, relating them to specific events. They are embellished by prototypes and background information provided by Elizabeth Hemkes.

A second--and more serious--problem is that most teachers do not believe it is their responsibility to market education outside the classroom. This is an understandable attitude, in

light of teacher work loads, staff cutbacks, and other problems that have built up over the years. It is our belief, however, that unless class time is devoted to community awareness activities and a rationale established for doing so, we cannot expect any growth in the role of teachers and students in restoring faith in our schools. In this paper we have outlined a suggested teaching unit that addresses this classroom issue.

It is important to recognize the potential and the responsibility of the local foreign language organization in public relations activities. Taking the lead of our national associations and building on their materials, the Washington Association of Foreign Language Teachers has experienced considerable success in distributing Foreign Language Week materials, developing a format for presenting education issues to the community, and utilizing the annual state conference as a public relations tool. We have good reason to believe that enrollments and offerings in foreign languages have increased in Washington State because of these efforts.[1]

This publication, then, offers help to teachers, teacher trainees, students, and the local foreign language professional organization in moving out of their traditional environments and into the community where they may identify natural constituencies and develop public support for foreign language programs.

Section 1, developed by Rosanne Royer in cooperation with Joanne Bubacz, is a suggested outline for a six-part interdisciplinary unit for foreign language and journalism teachers. The purpose of the unit is to prepare for the promotion of Foreign Language Week in March, and it illustrates how foreign language teachers can relate their curricula to other disciplines in their schools through the promotion of their programs.

Section 2 is a compilation of Foreign Language Week materials used in Washington State in 1980. It gives extensive examples and details on how various constituencies in the community can be reached.

Section 3 offers a step-by-step process for presenting an educational issue to the community--in this case the report of the President's Commission and the way in which community forums to review the report were organized in five cities in the state. The format for bringing together representatives of business, government, the media, civic organizations, education, and others can be used with any issue.

Section 4 contains examples of promotional and press pieces developed to utilize the annual state foreign language confer-

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[1] *A questionnaire was sent in 1980 to all public and private schools and universities in the state. Responses indicate from slight to dramatic increases in all institutions reporting. A summary of this survey has been prepared by Dr. Lester McKim and is available from Keith Crosbie, Foreign Language Coordinator, State Superintendent's Office, Olympia, WA 98504.*

ence as a public relations event. Both the 1979 and 1980 WAFLT conferences provide samples of how to involve various constituencies and individuals in the community.

Section 5 is a selected bibliography on public awareness compiled by Elizabeth Henkes.

It is important for teachers to remember that some of the best resources and tools for their public awareness efforts are close at hand, but are often overlooked:

- Students, who are the most vital representatives of any school. They should have the major role in all activities involving public relations.

- Teachers in other disciplines whose work involves marketing techniques, career training (e.g., journalism, economics, vocational education).

- The school principal and the PTA council whose long-established contacts in the community should be utilized as logical starting points for public awareness campaigns.

Most educators would agree that schools are only as good as the community involvement in them. Foreign language programs, then, are meaningful to the degree that teachers and students can explain and demonstrate to the community the importance of foreign language study in a good education for today's world. It is our hope that this publication will add useful prototypes to the body of existing publications on the critical and unavoidable matter of school-community relations.

1. AN INTERDISCIPLINARY TEACHING OUTLINE FOR FOREIGN LANGUAGE AND JOURNALISM TEACHERS

Background

Community outreach and awareness building have a legitimate place in the regular activities of our classrooms. Almost every discipline in the curriculum is responsible for improving the communicative skills of youngsters. If increasing awareness on an issue in the community requires effective communications, we are responding to our school mandate by involving students in the "real-world" experience of promoting Foreign Language Week. We should not be reticent to use class time to do it.

The teaching outline presented in this section demonstrates how school public awareness efforts can be developed through an interdisciplinary approach that teaches language and journalism skills. It is strictly an outline, requiring that foreign language and journalism teachers work together to provide the final details that suit their situation best.

Journalism and foreign language studies are communications-based in an obvious way. Journalism class is called "communications"; foreign language study is the process of learning to communicate in another language. It is natural for the journalism teacher and students to join forces with the foreign language teacher and students to explore such "exotic" communications tools as the public service announcement, press release, and TV commercial, and gear those to a meaningful Foreign Language Week campaign.

Objectives

Students and teachers will gain understanding about the techniques, tools, and impact of the news media, using both English and the target language in their classroom and homework activities. The six lessons will provide guidelines on identifying public support, communicating the value of foreign language study in basic education and in the workaday world, and helping teachers utilize National Foreign Language Week to increase support for their work in the classroom and in their schools.

Lesson 1 examines how people get information in the United States and in other countries. Comparing a local with a foreign newspaper reveals what is important to each culture.

Lessons 2 and 3 focus on promotion. Students examine their

favorite radio or TV commercials and then are asked to create a product and commercial of their own. Assignments involve the student's city or town and may be given in either English or the target language.

Lessons 4 and 5 present the writing of news releases, examining how the release provides the elements of a news story and analyzing how a public service announcement differs from a commercial.

In Lesson 6, students and teachers produce actual promotional materials that are distributed to the local media for the Foreign Language Week campaign.

This unit has year-round application, but it is specially designed to culminate in the promotion of Foreign Language Week in March. It is suitable for middle- and high-school students, but we also encourage the use of these materials in workshops for foreign language teachers and as a component of teacher training at universities.

The unit should be started no later than January 1, though to be maximally effective, Lessons 1 through 5 should be interspersed through the regular curriculum from September to December. Lesson 6 can then be started in early January with total concentration on Foreign Language Week promotional pieces. Each lesson is a two- to three-day project that may be extended over a longer period if necessary.

Lesson 1 (First Week)

"*NEWS: WHERE, HOW, WHEN DO YOU GET IT?*"

Objective: To show that the way people get information and the way it is presented to them is determined by their culture, world view, and the system of government delivering it

Day 1 (Journalism Teacher)

1. Brainstorming session with students: "How do people get news?" (newspapers, TV, cartoons, ads, etc.)

2. Comparing an American with a foreign newspaper

   A. The local peper

      (1) What catches your attention first? (Response from students will probably be "Main headlines, pictures.") Ask, "Which ones and why?"

      (2) After you read the headlines, what do you do next? (Most people read picture descriptions.)

(3) Discuss sub-headlines.

(4) What is the content of the front page?

(5) What is your interest after you glance over the front page?

(6) Did you realize that the stories are arranged in a certain order to attract your attention? Discuss table of contents of the newspaper.

(7) What role do other countries have in our local news stories and features? minor? major?

(8) Do the same kind of analysis with other pages of the paper.

(9) Present other local, community, or area papers comparing these with the first paper examined. Point out areas in these papers where foreign language words or foreign countries are evident (ads, sports, fashion, cooking, movies, business section, editorial page).

Homework: Hand out vocabulary list of newspaper terms in the target language. Give each student a copy of a front page of a local newspaper. Prepare questions in target language based on discussion, e.g., "What is the main headline? What is the content of the main picture?"

Day 2 (Foreign Language Teacher)

B. The foreign newspaper

(Start with brief review from yesterday; then turn to front page of foreign paper.)

(1) What is similar? different? Why?

(2) Content/layout, etc. Compare obituary sections, letters to the editor page, etc. What do these sections indicate about the culture?

(3) Compare tables of contents. What do they tell us about readership? about the way the publication is financed? Are the publishers working in a free enterprise system or does the government publish the paper? How does this affect content?

(4) Does the U.S. play a role in any of the stories? How important is the U.S. to this country, based on coverage in the paper?

Homework: Translate a news article found in the foreign language paper. Compare its writing style with American journalism techniques (sentence structure, the 5 "W's," etc.) What cultural differences and similarities between us and the other country are revealed in the content?

Day 3

1. Propose that students assemble a newspaper in the target language through individual and group contributions as outlined below (to be written in the target language).

   A. Write an individual article from the choices listed below.

   B. Write a group article from the choices listed below.

   C. For extra credit, draw a cartoon or write an editorial.

2. You might ask for volunteers to be "editors" and organizers of this paper. The entire class could vote on a name to be given to the paper.

   A. Choice of individual articles to be written in the target language.

      (1) News stories: important events at your school (homecoming, foreign students, foreign travels, drill team, debate topics, music programs, cheer or pep clubs, language honor societies); interviews with other language teachers and students featuring interesting happenings in their classes, etc.

      (2) Special features: weather forecasts, movie reviews, puzzles, TV guide

      (3) Want-ads

      (4) Scene: cooking, fashion, gardening, furniture, cars

      (5) Sports at your school

   B. Group article choices to be written in the target language.

(1) Dear Abby

(2) Restaurant review

(3) Comic strip

(4) Horoscope

(5) Pop song charts

(6) Profile of an important person in the school (teacher, student, etc.)

NOTE: The assignment may be given in the target language. See the following French version of the assignment.

Devoir

Ecrivez: 1. un article individuel
2. un article de groupe (ou faites un dessin)
Crédit Suppl. 3. une rédaction

ARTICLES INDIVIDUELS

A. Informations générales

1. Le Tour de France
2. Interview de Mme Batt, Mlle Brasch, Mme Von Veh (les autres classes de français)
3. Cérémonie d'initiation des Sociétés Honoraires de Langues
4. Oktoberfest
5. La semaine du "Homecoming"
6. Les clubs

B. Articles Spéciaux

1. Le temps
2. Jeux et mots croisés

C. Publicité

D. Vie quotidienne

1. Cuisine
2. Mode
3. la famille Vincent

E. Sports

1. Le football américain
2. La course à pied
3. Le volley
4. Le golf
5. La natation
6. Le football
7. Le profil d'un athlète (Jim, Lenny, etc.)

ARTICLES DE GROUPE

1. Horoscope
2. Le courrier du coeur (Dear Abby)
3. Horaires de la télévision pour la journée
4. Le hit-parade de la chanson
5. Critique d'un restaurant
6. Une idée originale (éditorial)
7. Bandes dessinées

Day 4

1. Have the students write an article about a current event in the target country. It may be actual or imaginary but will require knowledge of that foreign culture in order to produce the article correctly. (One approach might be to hand out headlines and have students write articles to correspond with the headlines.)

   You may wish to suggest that students take the same news feature area they worked in for the class newspaper on Day 3. For example, if a student created a comic strip, have him or her do a French comic strip.

Lesson 2 (Second Week)

"WHAT IS YOUR FAVORITE RADIO OR TV COMMERCIAL?"

Objectives: To show another way (audiovisual) we receive information in our daily lives; to involve students in an enjoyable activity on a subject with which they are very familiar; to gain an understanding of the psychological factors involved in promotional work and how potential buyers are targeted

Day 1 (Journalism Teacher)

1. Preparing for discussion

Have students complete a worksheet containing elements similar to the following:

A. Describe your favorite commercial in English.

B. Why do you like this commercial? (Circle your three best answers.)

(1) It is amusing.
(2) It is intellectual.
(3) I need this product.
(4) I like the star or the personality in it.
(5) It is intriguing.
(6) It has a good or catchy tune.
(7) It is "with it."
(8) The scenes are beautiful in it.
(9) I am hungry or thirsty while I watch it.
(10) The vocabulary is catchy.
(11) There are cute animals in it.
(12) There are cute children in it.
(13) I WANT the product.
(14) The product is a dream (like a car, a mansion, etc.).
(15) There is an ideal person in it.
(16) The product is one that I shouldn't use (beer, wine, etc.).

C. What quality of the commercial is the most important for you?

2. Discussion

Cover the above, also raising the following points:

How are different kinds of people appealed to in the commercial? How is credibility achieved? What is the effect of repetition of a slogan or "catchy" song? How are certain types of products (detergents, beer, cigarettes, etc.) usually advertised and when? What does this reflect about American culture?

Homework: Watch TV or listen to the radio and take note of commercials with ethnic or international themes. Choose one and complete the worksheet. (Teacher: Worksheet can be same one used in class exercise, but in addition, ask for a brief description of the commercial.) The homework exercise sheet may be given in your target language. (See sample in French.)

Devoir

1. Décrivez votre publicité favorite (en anglais).

2. Pourquoi aimez-vous cette publicité? (Entourez les trois réponses qui conviennent.)

J'aime cette publicité parce que:

A. elle est amusante.
B. elle est intelligente.
C. j'ai besoin de ce produit.

D. j'aime les personnages de ce message publicitaire.
E. elle est prenante.
F. elle a un thème musical intéressant.
G. elle est dans le vent ("with it").
H. Le décor est beau.
I. j'ai faim/j'ai soif/etc.
J. il y a des animaux.
K. il y a d'adorables enfants.
L. je désire ce produit.
M. le produit est un élément de rêve (dream).
N. le personnage ou l'endroit représenté est de nature idéale.

3. A votre avis, quelle doit être la qualité première d'une publicité?

4. Décrivez en anglais une publicité avec un thème international.

5. Pourquoi a-t-elle un thème international?

Day 2 (Foreign Language Teacher)

1. Students volunteer to report on the commercials they heard and have described on their homework sheets.

2. Discussion: Why did the producers of the commercial think that an ethnic or international theme would be appealing?

   A. To whom did they believe it would appeal?

   B. Why do they think there is an audience for ethnic/international themes?

      (NOTE: This should lead to an enumeration of constituencies such as the international business community, immigrants, refugees, members of ethnic communities, people interested in genealogy and family history, etc., all of whom are the same "publics" you will be identifying again when you start your promotion of Foreign Language Week in Lesson 6. The following reference sheet, "Who Is Our Audience?" (p. 12) shows how this is done in promoting foreign language studies.

   C. What influence does the ethnic or international theme have on the outcome of the commercial?

   D. How is the use of the theme credible for this particular commercial?

(A concluding statement might be that while different groups may be affected to different degrees, the "international" world touches all of us in some way.)

WHO IS OUR AUDIENCE?[1]

(Reference Sheet)

In attempting to respond to the question "Who are the publics?" you must think less in terms of general and more in terms of unique populations. That is to say, each of us belongs to many "publics" or common-interest groups and can organize on the basis of those interests. You must target your appeals. To do this, you must first know your community.

Analyze its structure--both in terms of obvious, official hierarchies and in terms of the less formal but equally real bases of power that exist. Recognize the ways in which group interests interrelate. If it would be helpful, draw diagrams of these interrelationships and consider what common interests, what opposing interests, begin to emerge.

Once you have analyzed the community, you must choose the groups you want on your side. These are key publics. They should be ordered by priority according to the specific goals you hope to achieve. Recognize that different publics will be receptive to different messages and that your appeals to each should take into account the aims, problems, attitudes, and values of the group you are addressing.

Remember that there are people who simply oppose the teaching and learning of a foreign language, and it is difficult, if not impossible, to change their attitudes. Therefore, it is ill advised to overdo efforts directed toward them. Be aware, too, that the more concentrated your efforts, the more effective they are likely to be. In defining your publics, then, you must keep each group small and manageable and work out systems by which you can communicate with them and they with you.

Preparing responses to the following questions and doing so for each of the key audiences involved will lend clarity to the promotional efforts by foreign language teachers:

- Who are we?
- Why do we warrant your support?
- What are we going to give you for your money, your time, etc., that you're not getting now?

The following tables of common-interest groupings may help you identify other key publics in your campaign. You may wish to start with one or two groups and expand slowly.

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[1]*Adapted from 1980 Foreign Language Week materials distributed by the American Council on the Teaching of Foreign Languages, New York. We gratefully acknowledge ACTFL's permission and encouragement to utilize these materials.*

Common Interest Groupings

The Educational Community

Educators and the leadership and membership of educational associations and professional organizations--local, state, regional, national; elementary, secondary, higher education; public, private, commercial. (Some examples: American Federation of Teachers; National Education Association; National Council of Social Studies; American Field Service; American Association of Teachers of French, German, Spanish and Portuguese, etc.)

Colleagues in languages and other disciplines, especially those most closely allied with international studies curricula

Foreign language supervisors--district, county, state

School administrators

Guidance counselors

Principals

Superintendents

State departments of education

State associations of school boards

Local school board members

Scholastic exchange program sponsors, participants, hosts

Libraries

Students

Parents

Educational testing services

The Business Community

Businesspeople and the leadership and membership of business associations and professional organizations--local, state, regional, national, international

Local chambers of commerce (education committee)

Farmers and farm organizations

Labor organizations (AFL/CIO, etc.)

Educationally related businesses (Berlitz, publishing companies, etc.)

International trade and finance communities

Private foundations

Business exchange program sponsors, participants, hosts (Experiment in International Living, Youth for Understanding, etc.)

Multinational corporations

Internationally oriented businesses (ethnic restaurants, import businesses, etc.)

Members of other professional organizations (medical, legal, etc.)

Local organizations of travel agents

The Government Community

Local, state, federal

The president of the U.S.

Members of Congress and congressional committees dealing with educational issues

City councils

State legislators

Education committees of state legislatures

Educational lobbyists

Mayors

Governors

Heads of local political party organizations

Other Common-Interest Groupings

Community organizations (Rotary Club International, Kiwanis, Lions, UNA/USA, etc.)

Service clubs (Junior League, etc.)

Fraternal organizations (Knights of Columbus, the Shriners, etc.)

Youth groups (Boy Scouts, etc.)

Friends of local museums, libraries

Public broadcasting systems

Media representatives

League of Women Voters

Ethnic organizations

Religious organizations

Veterans

Consumer groups

Citizen action groups

Journalists

Groups for support of the arts

Entertainers

Sports stars

All other city, state, regional, and national leaders

Lesson 3 (Third Week)

"EVERYBODY'S A PROMOTER OF SOMETHING THEY LOVE"

Objectives: To learn about promotion and advertising through creation of a real or imaginary product; to analyze the tasks involved in promoting it, based on discussions of previous lessons; to create the final promotional piece in the target language

Day 1 (Journalism Teacher)

1. Discussion: What kinds of advertising and promotion can you name? Ask whether any student knows what a press release is. (The press release is a major promotional tool and will be covered in Lesson 4.)

2. Divide the class into small groups for a 15-minute brainstorming session. Each group decides on a real or imaginary product they would like to promote. (This can be done in English first, then in the target language.)

   Ideas: a new toothpaste, a new TV dinner, a special magical dog food. Or the product can be a "copy" of the student's favorite commercial discussed in the previous lesson.

3. Return to the full class for a follow-up discussion: "Before you begin to create your advertisement or promotional piece for your product, what factors must you consider?"

   A. Is the product something serviceable to the general public? If not, to whom will you appeal? This will relate back to Lesson 2 discussion on targeting constituents--in this case, potential customers.

   B. Your message: what will it be? (For basic guidelines, use underlined portions of reference sheet "The Message," p. 16.)

   C. What is the best medium for your message: a magazine ad? a TV commercial? a radio announcement? leafleting on street corners? WHY? (For basic guidelines, use reference sheet, "Which Media to Use?" on p. 17.)

   D. Who will deliver the message for you? a famous person? a cartoon character? an animal? a prominent person in your town? a student?

Day 2 (Foreign Language Teacher)

1. Return to small groups to create promotional pieces. Students decide which medium their group will use. (Reference sheet "Which Media to Use?" on p. 17 shows how this is determined in promoting foreign language studies.) For newspaper and magazine ads, you may want to tie into photography classes or the art department.

   (NOTE: Students should not attempt a news release or news story at this point. News release writing will be covered in succeeding lessons.)

2. Students present their creation to the class. The teacher will determine the amount of time needed by the students to complete the assignment.

Additional Activity or Discussion

1. Marketing worldwide: Is this a product that would have appeal outside the United States? If so, would you promote it the same way?

   (Look at ads in international publications for reference. Ask students whether they have watched Canadian television or television in any other country. Compare. Are there any liberties we take that would be tabu in other countries, or vice versa?)

2. Students could create an English-language version of their piece and visit business/marketing classes to perform it, asking those classes to analyze its effectiveness.

3. If your school has videotape equipment, the drama department could be involved in making a "commercial" with you.

THE MESSAGE[1]
(Reference Sheet)

In determining the theme you will promote, recognize that your chances of success are enhanced if you begin by addressing those issues which most directly affect your life and the lives of individuals in the community in which you live and work. The public must *want* to be "sensitized" and must *want* to be receptive to new information; a carefully articulated program will help assure their receptivity to more extensive information in the future.

[1]*Adapted from ACTFL's 1980 FL Week materials.*

People cannot respond to issues that are vague, unfocused, or contradictory. Your messages to the public should stress the tangible and the concrete. As individual and national needs for foreign language competence and global awareness are more precisely defined, and as more and more evidence is gathered concerning the benefits of language education and its relevance to the total curriculum, the otherwise nebulous, intangible "value" of foreign language education, so badly in need of a framework, can be combined with a skeleton of selling points that will hold it up for a mass audience to see.

Your definitions of the need for and value of second language learning, and your articulation of public and professional goals and the means to accomplish them may differ to reflect your unique situation and the special interests of your audiences. Whatever the emphasis, however, everything you say must be truthful and verifiable. Toward this end, you should make sure that your sources of information are reliable and that at all points in your program, the listener can have confidence in the people who represent you.

WHICH MEDIA TO USE[1]
(Reference Sheet)

In using the media to help report and interpret the issues, you are also using them to lend an "objective voice" and credibility to messages that might otherwise be held suspect if delivered only by foreign language teachers.

There are many available communications techniques, a partial listing of which appears on the following pages. You should choose the techniques most suited to your situations and long-term goals. Personal contact may be the most effective way of reaching the publics with whom you need to connect. Nevertheless, the media can be used to direct attention to foreign language and related programs, inform the public, reinforce established interests, or enhance receptivity to a future message. As with other phases of your efforts, your media contacts should be planned, coordinated, and evaluated to make the greatest impact.

To begin with, identify the outlets for information dissemination in your area and enlist the aid of individuals who already have access to them. Compile a media list of your local newspapers, publications, broadcasting stations, and wire services and include the telephone numbers, names, titles, and addresses of those to whom news should be sent.

Your local newspaper office and radio or TV station can tell you how to obtain listings of newspapers published in your state as well as radio/TV stations operating in your area. You may

[1]*Adapted from ACTFL's 1980 FL Week materials.*

also wish to meet with your school district community relations people or the staff of a university news information services office for advice in approaching various media and their representatives. Along the way, keep your contacts informed about what you are doing so they can be learning, too.

In presenting your message to the media, remember that you are in competition with every other news/information source in your area and that the aspects of education with which we are dealing do not always lend themselves to the crisis/controversy nature of modern reporting. It is, instead, to your advantage to be using the media as only one part of a much broader, planned program of news and information dissemination.

Even if you are successful in getting your story broadcast or in print, you cannot be assured that it will be heard, read, understood, or believed by those you want to reach. Even when the possibility exists for wise dissemination, there is no guarantee that the right people will see it or that it will have the desired impact on your audience. Therefore, once you have obtained coverage, put it to work for you. Keep a record of all pertinent clippings, articles, radio transcripts, TV summaries, etc., and have them available for future use. Quote from them as necessary, share them with colleagues throughout the country, and reprint the most essential ones as promotion pieces.

The following is a partial listing of potential outlets for --and sources of--information relevant to your campaign. Most of the services you need are available at very little cost.

Newspapers (Dailies and Weeklies)

News regarding foreign languages	News related to U.S. trade, international obligations, etc.
Features	Want ads
Editorials	Advertisements

Magazines

News	Features	Advertisements

Other Publications

Student periodicals	Internal publications of: state departments of education; business and industry; local Chamber of Commerce organizations; fraternal, ethnic, religious organizations
Professional journals	
General education newsletters	

National and state organization newsletters

School and college newspapers and calendars of events

Radio/TV/Cassettes

News

Talk shows

Public affairs programs

Spot announcements--National Advertising Council PSAs; national "celebrity" support; local personality involvement. (Include someone using foreign language in his or her work; government proclamations; students in support; teachers in support, etc.)

Other Promotional Ideas

Promotional brochures, flyers

Posters, displays

Films on related subjects for public screening

Buttons, bumper stickers, T-shirts

Slide programs on current language offerings in area schools

Readerboards of local businesses

Letters to legislators, administrators, businesspeople, citizens, etc.

Speakers Bureau (consisting of students and/or teachers)

Lesson 4 (Fourth Week)

"THE PRESS RELEASE IS NOT A BIG MYSTERY"

Objective: To learn how a press release is used to create a newspaper story about a product or event for promotional purposes

Day 1 (Journalism Teacher)

1. Hand out a press release done by a local public relations firm on a product, e.g., opening of a new theatre, shopping center; a new film or show; a singing star in town. (The following reference sheets, "News Releases" and "The Feature Article" on pp. 20 and 22, give background on how this is done to promote foreign language studies.)

2. Discussion

The "written promotion" uses neither sound nor graphics. What makes it effective?

A. What are the elements (who, what, when, where, etc.)?

B. How do these elements progress in the story?

C. What is the most dramatic or interesting way to organize the elements of a news release?

D. How are quotations used to give the product prestige/ integrity?

Homework: Using what you learned in class discussion today, write a press release in English on the product your group created in the last assignment.

Day 2 (Foreign Language Teacher)

1. Hand out a translated version of the press release introduced yesterday and give students some vocabulary terms for answering questions in the target language.

2. Ask questions on the content of the press release (in the target language).

A. "What kind of product is being promoted?"
B. "When will the event take place?" etc.

3. Students return to small groups and write a press release in the target language on their product created in Lesson 3 group assignment.

NEWS RELEASES[1]
(Reference Sheet)

In preparing a news release for Foreign Language Week or at any other time during the year, keep in mind two essential questions and make sure your story gets to the point:

* What is the news?
* How can this news be presented most clearly?

Try to keep the release simple and short. Use any information about the event that is interesting, pertinent, and brief. Use

[1]*Adapted from ACTFL's 1980 FL Week materials.*

quotations from key people involved, and do not forget to give credit to community members who are helping with the event. (See the following news releases for samples.)

The release must be double-spaced and on a single page, unless the quality and relevance of the material necessitates longer copy. Brevity is important because you are competing with all possible news sources. Making concise statements that eliminate the need for editing can be to your advantage.

Deadlines

Call the newspaper office, or radio or TV station to determine their deadlines and then stick to them. Neighborhood weekly or biweekly newspapers need material earlier than dailies do. Use these neighborhood papers; they reach many people in a very intimate way.

Distribution

Your news release should be made available to (1) the editors of all newspapers, news magazines, teacher periodicals, and internal publications of significant organizations and businesses in your community; (2) your local radio and TV station news rooms; and (3) the local offices of the national wire services, if such offices exist in your area.

The release should also be sent to the newspaper's city editor, with a copy to the education editor, if any. In this case, the city editor's copy should be marked at the top: "Also sent to education editor."

If you are well ahead in your program details, you may wish to send two releases, a week apart. For the second release, the story should be opened with a snappy paragraph about some facet of, or addition to, the program.

Round-Up Release

A "round-up" release is essentially a news story written by you after your event has taken place. This is usually done because the press did not attend your event.

Your round-up release should be written on the spot and sent that same evening (for release the following morning and afternoon) to the newspapers in your area. If pictures are taken of the event, send several glossies, with proper captions, along with each release forwarded to the city editor. Magazines, etc., can wait until the next day or so, but newspapers must have a round-up release right away. This means you must either have a professional photographer on hand or involve the top students in your school's photography class. (The pictures must be developed that night or the next day.)

The round-up release can also go to television and radio news rooms. You may wish to involve students as messengers to deliver the releases in person.

NEWS RELEASE FOR NEWSPAPER

(NOTE: ALL RELEASES SHOULD BE DOUBLE-SPACED)

FOR IMMEDIATE RELEASE
April 2, 1979

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

INFORMATION: Les McKim, President-Elect: [phone]
Charles Kenlan, Editor, WAFLT Forum: [phone]

WORK OF PRESIDENT'S COMMISSION
FEATURED ON NATIONAL FOREIGN LANGUAGE DAY

April 6 will culminate a week of activities and discussion examining the current role and future of foreign language studies in American life and education.

"Foreign Language Day is being observed in every state," says Les McKim, President of the Washington Association of Foreign Language Teachers, "in an effort to bring to the attention of all Americans the work of the President's Commission on Foreign Language and International Studies. McKim added that the Commission was appointed last fall and was directed by President Carter to recommend ways to strengthen and improve studies in these areas and to increase public awareness of ther relevance to America's educational priorities.

"Since most colleges now have no language requirement for admission, many high schools have reduced their foreign language offerings at a time when we need more international experts in business, government and education," McKim said.

Washington State foreign language teachers have been encouraged by their state and national associations to invite local politicians, officials, and parents to visit and participate in a foreign language class; to encourage city officials to proclaim a Foreign Language Week; to work for passage of the Legislature's amended Basic Education Act, which places foreign language in the basic skills area; and to send mailgrams to President Carter in support of the work of the Commission.

The Commission's recommendations will be made public in September through a report to the president. Citizens are encouraged to write their views to the Commission at the following address:

President's Commission on Foreign Language
and International Studies
1832 M Street, N.W.
Washington, D.C. 20036

NEWS RELEASE FOR RADIO

FOR IMMEDIATE RELEASE
April 2, 1979

WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

INFORMATION: Les McKim, President-Elect: [phone]
Charles Kenlan, Editor, WAFLT Forum: [phone]

WORK OF PRESIDENT'S COMMISSION
FEATURED ON NATIONAL FOREIGN LANGUAGE DAY

April 6 is National Foreign Language Day, and

foreign language teachers around the state of Washington will be urging politicians and community leaders to provide increased opportunity for language education.

"This is an effort to bring to the attention of all Americans the work of President Carter's Commission on Foreign Language and International Studies," said Les McKim, president of the state association. He added that the Commission was appointed last fall to recommend ways to strengthen and improve studies in these areas at a time when we need more international experts in business, government, and education.

Washington State foreign language teachers will invite local politicians, officials, and parents to visit and participate in a foreign language class and to send mailgrams to President Carter in support of the work of the Commission. Citizens may send their views to the Commission at the following address: President's Commission on Foreign Language and International Studies, 1832 M Street, N.W., Washington, D.C. 20036.

THE FEATURE ARTICLE[1]
(Reference Sheet)

The feature article is a story developed around an idea or personality--someone who speaks with colorful language and is articulate. You and your students should be on the lookout for good feature story ideas, and the minute you have one, call one of the feature writers in the local press. Offer the idea to one writer at a time. A "feature" article means not everybody

[1]*Adapted from ACTFL's 1980 FL Week materials.*

will be writing about it. This is what distinguishes a feature story from a news release, which is sent to everyone.

Foreign Language Day, for example, is a reason in itself for suggesting feature articles. Some samples of features:

- An incident in which a person was able to use the knowledge of a foreign language to communicate in an unusual and newsworthy situation--saving a life, preventing an accident, providing a service to the community

- A language phenomenon--an expert in many languages, someone who has done unusual research into the origins or use of language; someone whose use of a second language pleased and surprised an audience

- A successful, innovative FL program

- An FL performance

If you have arranged for celebrity entertainment or distinguished speakers, your feature material can be written about them. If the celebrities have their own publicity people, cooperate with them, but check to make sure that they publicize FL Day as well as the personality they represent.

The Arrangements

At least ten days before the event or interview, call the newspaper office and ask for the city desk. Tell the city editor or assistant city editor that you want to place a feature around Foreign Language Day and to determine whether a feature writer is available to listen to your idea. You will probably be asked to outline your idea to a reporter. (If you or someone in your school knows a feature writer personally, go directly to that writer, not to the city desk.)

If the reporter does not immediately set up an appointment for an interview, he or she may say, "Send me a memo on it." At this point, begin to consider another outlet, perhaps one in the nearest large city.

However, you should pursue your first contact by writing two paragraphs describing the story and attaching a brief biography of the personality you are planning to have interviewed. Send it to the reporter, and within two days check to make sure the outline was received; also ask whether there will be time to do your feature.

The Interview

Because you set up the appointment, you should meet the reporter and be present during the interview, if possible. This

identifies the FL Day chairperson, or students involved, and guarantees that the important information gets through. However, do not present the reporter with too much information. He or she is mainly interested in getting a good feature.

Radio and TV Feature Stories

The same approach to features that is used for newspapers can be applied to radio and TV reporters. For television, be sure that your story idea contains graphically interesting possibilities.

Lesson 5 (Fifth Week)

"WHAT IN THE WORLD IS A PSA?"

Objective: To learn how to inform the community about foreign language or international events in your school through a free public service announcement

Reference: Use the following reference sheet, "Radio and TV News Coverage." See also Section 4 of this booklet for special PSAs to promote FL study during the week preceding the state conference.

Day 1 (Journalism Teacher)

1. Discussion: "What is a PSA?"

   A. How does it differ from a news story or a commercial?

   B. Why do radio and television stations have an obligation to give free air time to nonprofit organizations? Do you think many people ask for PSA time? How do you think radio/TV managers deal with an overabundance of requests? (This would make a good research project for several students to report on.)

2. Play samples of radio PSAs.

3. Preparation for homework (Journalism and Foreign Language Teacher)

   Tomorrow you will be creating a PSA on the international elements of our school. What is international or ethnic about our school?

   A. An ethnic/international event sponsored by foreign language classes

B. Speakers of other languages. Why do we have them in our school? How do they enhance our school environment?

C. Students who have recently returned from long travel experience or who have lived abroad

D. Where in school do you learn about the rest of the world aside from the foreign language class?

Homework (this could be a contest): Listen for radio PSAs. Make note of as many as you can. What is the content of each one, musical effects, if any? Was it effective? Why? Why not? How did you know it was a PSA rather than a commercial?

Day 2 (Foreign Language Teacher)

1. In small groups, students prepare and tape-record, with sound effects, a PSA based on an international event in their school.

   This is an excellent opportunity for the journalism teacher to have a local electronics salesman come in and talk about equipment. Another alternative is a presentation by a person from a local TV or radio station to talk about production--information on where free videotaping can be done if your school does not have facilities, specifications on production of slides for TV PSAs, etc.

Additional activity: Produce the same spot in the target language.

RADIO AND TELEVISION PSAs[1]
(Reference Sheet)

A Public Service Announcement (PSA) is different from a news story or commercial. It is a promotional spot that stations grant free of charge to nonprofit organizations in compliance with FCC regulations. The competition is great for this kind of free air time.

Radio PSAs

* For a general profession-wide promotion in your city (e.g., for FL Week), decide which teacher(s) will handle the radio PSA effort so you are not duplicating each other's work. Your state FL organization may wish to handle some aspects of FL Week promotion statewide. Otherwise, take the lead yourself, on behalf of your school.

[1]*Adapted from ACTFL's 1980 FL Week materials.*

- Take a copy of your PSA to the public affairs department at each of the radio stations in your listening area.
- Before going to the station(s), call ahead to get their procedures straight. Ask for the public service director.

Some stations like to have their own announcers read the PSA wherever they can work it into their programming. However, sometimes they will agree to do a tape recording by a person of your choice (e.g., a sports figure, a public official), and maybe even add some good production music behind it. If they do agree to this, be sure to take your own 10-minute cassette tape with you and ask whether they would make a copy of the finished spot for your files (and for your local foreign language organization).

Two examples of radio public service announcements follow.

PUBLIC SERVICE ANNOUNCEMENT FOR RADIO

CONTACT: [WAFLT president, phone]

PUBLIC SERVICE ANNOUNCEMENT (30 secs.)
(Do not use after March 29, 1980)

Sylvia Porter, well-known business columnist, wrote recently that "whatever the shape of tomorrow's world, it will be more international."

In Washington State, international trade is thriving and our population is becoming increasingly diverse.

That's why learning a second language is a sound investment for both job opportunities and personal enrichment in the everyday life of our cities.

March 23-29 is NATIONAL FOREIGN LANGUAGE WEEK--a good time to ask whether this community offers adequate opportunities for adults and youngsters to learn a second language.

REMEMBER, a second language is the key to the future.

This message brought to you by the WASHINGTON ASSOCIATION OF FOREIGN LANGUAGE TEACHERS.

PUBLIC SERVICE ANNOUNCEMENT FOR RADIO

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS

Public Service Announcement (30 secs.)

The English language is well on its way to becoming the language of international communication. So there's no need for Americans to learn <u>other</u> languages. Right? Wrong! The very fact that people around the world are expected to learn <u>our</u> language gives us a special obligation to try to learn <u>theirs</u>. If we <u>really</u> want international understanding, one way to achieve it is by speaking each <u>other's</u> languages.

. . . A message from the New York State Association of Foreign Language Teachers.

FOR FURTHER INFORMATION PLEASE CONTACT: [teacher name, address, phone]

<u>Television PSAs</u>

These are more difficult to produce and to get produced, and they require scheduling far in advance in order to be considered for air time.

It is best for a group of students and teachers to visit the public affairs director at a TV station in the fall, but no later than January, and talk over with the director the possibilities of a PSA. Usually a simple slide with a "voice over" delivering a message is all that nonprofit groups can afford to produce.

On the other hand, it is worthwhile finding out whether a videotape produced at school would be usable. Ask what kind of quality is necessary in order to assure use by the TV station. If your school does not own VTR equipment, try the local community access television networks and ask whether they can offer you studio time and production aid.

Long-Term Radio and TV Possibilities

Make a survey of local radio or TV programming for a radio or TV show that might be willing to carry a weekly feature on "Language for Travelers" or a similar practical feature. Perhaps a local travel agency would sponsor such a program segment.

If you are in an area with a PBS (Public Broadcasting Service) radio or television station, talk with the management about foreign language study. They probably won't be interested in a "teaching" format, but they might respond to other program ideas, especially if those suggestions are made by or involve students.

Lesson 6 (Long-Term Activity)

"NOW WE'RE READY TO PROMOTE FOREIGN LANGUAGE WEEK"

Objectives: To tell the community about our foreign language programs--how they relate to our school and to a good education and how foreign language studies relate to community and national needs; to increase public interest in the future of language and culture education and to involve the community in working on behalf of foreign language studies

Reference: Section 2 of this booklet ("Foreign Language Week Resource Section") can now be put to full use.

Discussion

Students have the tools from Lessons 1-5 for sending out the message to the community. Whatever the students produce should be released for possible use by local radio and TV stations, newspapers, etc.

1. What can we say about our school?

A. Special events (use following reference sheet, "Making News by Sponsoring an Event")

B. Other ethnic/international features and programs

C. How foreign language studies relate to the real, working world

2. Who is our audience?

Return to reference sheet "Who is Our Audience?" (p. 12) to refine identification of the "publics" and foreign language supporters in your community.

3. What is the message and how to deliver it?

Review reference sheets in Lesson 3. In addition, discuss letters to the editor page. Readership surveys show this to be the most widely read section of the newspaper. Ask the students why. How can they utilize that page for Foreign Language Week?

4. Who in your school can help?

Use the contacts your principal and other staff members have established in the community.

Follow-up

Keep records and copies of all the coverage you obtain (clippings, radio transcripts, TV summaries); put that publicity to work for you. Send copies to leaders in the community and parent leaders; bring it to the attention of the school newspaper; send copies to school board members. Your students can do the mailing and cover letters.

MAKING NEWS BY SPONSORING AN EVENT[1]

(Reference Sheet)

Given the fact that news either breaks or is made, one way to make news is by sponsoring an event. A festival, fair, forum, or other meeting with a foreign language/international studies focus will not only involve you, your colleagues, and/or your students in a project that will strengthen commitments to language and culture sharing, but it can also draw out surprising numbers of citizens, including reporters and photographers. The key to success is a diverse mailing list and follow-up phone calls to those who do not R.S.V.P.

[1] *Adapted from ACTFL's 1980 Foreign Language Week materials.*

Once people have had first-hand exposure, they are more likely to respond to related news that later appears in the media. We hear what we want to hear, see what we want to see, and tend to "tune in" and relate to that with which we have had previous contact. The messages one receives through the media need to be reinforced in many ways if they are to be effective, and the interest generated by participation in a public event can be sustained by amplification of the facts in the media.

2. FOREIGN LANGUAGE WEEK RESOURCE SECTION

(Featuring prototypes from promotional efforts in Washington State)

While the material in this section may be used year-round, there is no question that National Foreign Language Week and the two months leading up to it are the optimal time to bring public attention to foreign language studies. Foreign Language Week provides a focus and a time frame for improving our public awareness abilities. The promotion is also an excellent opportunity for the professional foreign language organization to work with member teachers on specific, viable projects.

Like most other state foreign language organizations, WAFLT cannot afford to retain a professional public relations person, even on a part-time basis. The promotion of Foreign Language Week has thus become the major activity of several board members and the WAFLT publicity committee, who together direct the statewide "campaign."

Our Foreign Language Week efforts can be divided into two categories: (1) general activities of the publicity committee executed statewide, and (2) a packet of promotional ideas and materials sent to teachers across the state to guide them in their local efforts. These activities are described below and are accompanied by suggestions and sample materials. (Refer also to Section 1 [Teaching outline], which includes reference sheets on the promotion of foreign language studies.)

General Activities of the Publicity Committee

Contacting Libraries

The library systems across the state should be key participants in Foreign Language Week because of the importance of libraries in the daily lives of many people. The libraries can promote Foreign Language Week through their in-house newsletters

and their regular publications. A week featuring foreign language materials and books in other languages is a natural activity for libraries.

Individuals contacted for library support for Foreign Language Week should include the elected leaders of state professional library associations (state library association, state library media association), the state library information service, and the editors of their major newsletters or publications. In addition to receiving a letter requesting their help in promoting Foreign Language Week, these people should be placed on the mailing list to receive all Foreign Language Week materials. Furthermore, each foreign language teacher should contact the local library in his or her town, making sure the appropriate person receives Foreign Language Week materials.

The letter below provides the basic content for contacting library personnel.

LETTER TO LIBRARY PERSONNEL

Dear Mr. Jones:

At the suggestion of Verda Hansburg and Ilke Boettcher, Seattle Public Library, I am sending you the enclosed materials. This is an advance copy on a mailing that will go out to foreign language teachers across the state next week.

Please note Item 2(c) relating to library promotion of books in foreign languages, records, etc. Sue Fontaine, editor of PASSWORD, will be putting an item in this edition alerting librarians that teachers may be contacting them. Or, librarians can take the initiative on this.

I will appreciate any help from you, Mr. Jones, in encouraging librarians in your association to join forces for Foreign Language Week. It is a national event. If you would like to discuss this further with me, I may be reached at [phone]. Our association will be very grateful for your assistance.

[signed publicity committee member]

Writing Letters to Mayors of Major Cities in the State

Keeping public officials abreast of your association's activities can be done through letters like the one below, as well as through pertinent news clippings.

LETTER TO MAYORS

Dear Mayor _____:

March 23-29 is National Foreign Language Week.

We hope you will take a little time during that week to bring attention to what is now a national concern, because of numerous international crises.

We are talking about the limited capability in this country in the areas of international studies and foreign language. The attached Wall Street Journal article cites statistics from the Report of the President's Commission on Foreign Language and International Studies, issued in November 1979.

As a result of the Commission's work, some international education programs are being strengthened on a federal level. But our association feels that public awareness and action on a local level are what last the longest. With one-quarter of the state's population engaged in jobs related to international trade, the people of this state have a responsibility and an opportunity to shine in the areas of foreign language, global education, and international studies.

We hope you'll have some fun and visit a foreign language classroom or project; eat lunch in an ethnic restaurant; or issue a public statement pointing out how your city is engaged in international activities. We hope you'll also mention that our school programs should teach youngsters and the adult population that we have a role and a responsibility in the world economy and politics. (And we hope that the local press will be accompanying you and documenting your activities.)

The foreign language teachers in your city have copies of the President's Commission Report, and they will be glad to respond to any questions you may have. Our foreign language coordinator for the state is Betty Brown, superintendent's office in Olympia [phone].

We will be pleased to receive a response from you with your reactions to this request. Thank you for your concern.

[signed association president]

Attachment: "On Ne Parle Pas Français Ici--Much less Arabic"
Wall Street Journal, January 10, 1980

Generating and Monitoring Media Coverage

Generally speaking, media contact is most effective if conducted personally by teachers and students in their own cities. One exception we have made is the biweekly publication of the state superintendent's office. Each year our publicity committee requests four pages in one of the March editions for the purpose of publicizing Foreign Language Week and general developments in foreign language education. The committee solicits articles and photographs from teachers around the state, sending final copy to the editor, who adds headlines and makes cuts where necessary to conform to the available space. The headlines below indicate the diversity of news covered in 1980 and 1981:

- Washington Survey Shows Foreign Language Enrollments Up
- Clark Elementary Offers Arabic to Fourth-Graders
- Washington State Takes Honors at National Foreign Language Teachers Conference
- Community Contact Stressed during Foreign Language Week
- U.S. House, Senate Pass Resolution Urging Study of Foreign Languages
- Text of Concurrent Resolution #301
- Two-State Conference Draws 600 Participants from Washington and Oregon
- Students from Nantes, France, Explore Seattle for Three Weeks
- An International Banquet at Cle Elum High School
- WAFLT Publishes Culture Reader
- Travelling Workshops Offered by WAFLT
- Sister Schools Heighten Language, Culture Experience
- UPDATE: Foreign Language in The Basic Education Act
- Report on The President's Commission

• Russian Student Competes in Moscow Olympiada

• German Teacher One of Ten Honored in U.S.

In order to monitor the extent to which foreign language receives coverage during the month surrounding Foreign Language Week, WAFLT has subscribed to a statewide news clipping service. Though we have not had funds to pay for this service year-round, we recommend such an outlay as a worthwhile expenditure. We must know as a profession how the public perceives us in the diverse parts of our states.

Urging Teacher Involvement through a Telephone Tree

The WAFLT telephone tree was organized originally to reach only current or immediate past members (approximately 450). The tree consisted of 27 teachers in various parts of the state, each assigned to telephone approximately 16 fellow teachers. In early March, each of the callers received from the publicity committee the memo below.

TELEPHONE TREE MEMO

TO: Telephone Tree Leaders

FROM: Publicity Committee

RE: Current Assignment TO BE COMPLETED BY Monday, March 10.

Thank you very much for your willingness to assist in one of our most vital activities, the telephone tree.

The attached sheets will indicate people assigned to you and the message to be delivered.

A couple of reminders and instructions to help you in your work.

1. What the tree accomplishes. In addition to affording us an opportunity to remind and inform, the tree demonstrates WAFLT's service to its members. The telephone tree is about as "grass roots" as you can get and shows the ability of our organization to deliver.

2. It is critical to talk with each person on your list personally. Therefore, calling them at home at

night is best. We have tried to arrange assignments so that you are making mostly local calls. If any of these are long distance, keep the calls brief and send your bill to WAFLT.

3. Again, please complete calls by Monday, March 10.

4. As soon as your sheet is completed, please return it with any comments, new phone numbers, etc. to

[name, school phone]

The above memo to telephone tree leaders was accompanied by a suggested script to be used in placing calls to teachers.

TELEPHONE TREE SCRIPT

Message to be delivered to each teacher on your list:

1. Hello, this is _____ calling for WAFLT.

2. We wanted to be sure you have received the FOREIGN LANGUAGE WEEK packet and the NOTICE OF SPRING REGIONAL MEETINGS.

3. Two main reasons we are calling are:

   A. To urge you and your fellow teachers to use the FOREIGN LANGUAGE WEEK materials. The WAFLT Publicity Committee has put a lot of work into that packet to provide a variety of possibilities for promoting foreign language studies March 23-29.

      Especially critical are activities in the community--some radio public service announcements, contact with public officials, etc. There are lots of ideas laid out and ready to be used.

      When you've made your plans for FOREIGN LANGUAGE WEEK, please fill out the yellow sheet in the F.L. WEEK packet and return it to Steve Watkins as indicated.

   B. The second reason we're calling is to remind you and your colleagues to join us at the Spring Regional Conference of your choice.

Meetings are in:

ISSAQUAH - Liberty High School
CLE ELUM - Cle Elum High School
WALLA WALLA - Whitman College

Why don't you plan to car pool and join us?

This is an important year for our profession. Please support the hard work of your Board by bringing your ideas and thoughts to the Regionals.

Though still imperfect, the telephone tree operation has helped increase our members' confidence in the ability of our association to deliver services. It has also given us the capacity for reminding members about conferences, registration, special promotions, and membership renewal. The tree is now being expanded to include nonmembers.

Packet of Promotional Ideas and Activities for Teachers

The promotional packet was mailed to all foreign language teachers in the state, whether members of the state association or not. The hope was to demonstrate the services the association has to offer and to encourage membership to support these services. The packet included guidelines on (1) reaching public officials and other community leaders, (2) contacting the media, and (3) getting the whole school involved in Foreign Language Week. A response form was enclosed on which teachers were to report activities planned for their schools. These responses will form the basis of WAFLT's resource materials for future promotions and will be shared with teachers from year to year.

Reaching Public Officials, Community Leaders, Business Leaders

Making contact with public officials and community leaders takes a special kind of effort. Such outreach activities can be conducted as class projects, giving students an experience in communicating the value of foreign language study to the community. The rewards are not immediate, but they are great.

Remember that your students are your best promoters, especially if the parents of some of them are community leaders. Also be sure to touch base with your principal, counselors, vocational teachers, and others who have established friends in the community. Finally, whenever you make a personal contact, remember to leave something behind (a copy of a news story on foreign language, for example) as a reminder of your visit.

Public Officials

• Students should make the phone calls. Teacher may want to discuss the following procedures with the entire class.

1. Tell the receptionist who answers that you would like to direct a request concerning education and international affairs to the appropriate person in the mayor's office.

2. Be specific in your request: "A group of teachers and students in my school would like a half-hour with the mayor to discuss his (her) possible participation in our Foreign Language Week activities. What specific information do you need in order to process our request?"

3. The special assistant will tell you what to put in a letter. If you have not had a reply from the mayor's office in ten days, you should make a follow-up call to the assistant.

4. Make this contact as early as possible (at least 1½ months prior to Foreign Language Week). Public officials are extremely difficult to schedule, but most of them enjoy visits from students and try very hard to respond to their requests.

• Form a contingent of teachers and students and visit your mayor, governor, or someone well known in government. Take along a brief speech in another language which that public official can start practicing for delivery at the opening of Foreign Language Week, at a specified event or in a press conference. Let the press know you're visiting the public official. Offer to coach the public official in pronunciation, and encourage one of your best students to do the coaching.

• Request a proclamation for Foreign Language Week. This is a fine souvenir for school publicity, but keep in mind that it may not get you much publicity with the public at large. So many proclamations are issued by public officials that they usually do not get significant press coverage.

• Consider flying a special flag at City Hall or asking permission to give streets special names for the day. Flying flags of different nations at a public site could be a very nice feature that would attract the press.

Internationally Oriented Service Clubs

Organizations such as Rotary, the chamber of commerce, Kiwanis, Lions, and UNA/USA are all internationally oriented.

Given some advance notice, they are likely to be helpful in promoting Foreign Language Week and foreign language and international studies.

For the names and addresses of clubs and their current presidents, the following are good sources: the information desk of the public library, the main office of the chamber of commerce, and the United Way office. It is important to have the current president's name, even if it means phoning the organization to get it.

Have some specific ideas in mind as to how the club can help you. The following sample letter asks the club to enclose a foreign language promotional piece in their next mailing to members. Allow a reasonable time for the response and then place a follow-up phone call to ascertain their desire to be involved. You may wish to skip the letter and make direct contact by phone. It is critical, however, that you have a specific request in mind when you call.

SERVICE CLUB LETTER

Dear _____ (President):

In performing our duties as the Publicity Committee for the [Association], we are very concerned about contact with the members of your organization regarding "Foreign Language Week," March 23-29, 1980.

The serious deficiency of U.S. capability in international studies and foreign languages has become a national issue, with legislation being formulated by U.S. senators and congressmen to encourage improvements in our programs.

[Association] understands that for sustained and effective programs, we have to build public awareness and support locally.

Would you be willing to send a letter to your membership encouraging them to promote national Foreign Language Week in whatever way they can? Particularly meaningful would be import businesses, international or ethnic restaurants, unions, and businesses engaging in international trade. The specialty restaurants and import shops, for example, might be encouraged to feature a special dish or lunch or a special sale item. If they own a readerboard, they could carry a message such as "Bonjour! It's Foreign Language Week March 23-29."

Finally, Mr./Ms. _____, could our organization prepare a small informational piece on foreign language and make it available at the place setting of each of your members at your regular meeting closest to the date of Foreign Language Week? This information would also be suitable as an enclosure in a mailing to your members.

NOTE: Another suggestion for participation of organizations might be special window displays prepared by your students.

We believe that recognition and support from the business community are the keys to wider community support in this area of our school curriculum which we can no longer afford to deemphasize.

[signed publicity chairperson, or student or teacher writing on behalf of a class or school]

The Business Community

* Ask businesspeople with outdoor readerboards to run a message for Foreign Language Week (e.g., "This is Foreign Language Week--Bonjour!")

* Large businesses or industries usually publish in-house newsletters carrying information on employee activities and community programs. The editors are interested in the achievements of children of their employees. Explore the possibilities through youngsters whose parents work for such companies.

* Import businesses, ethnic restaurants, and travel agents should be willing to feature a "special for the week" in recognition of Foreign Language Week. Your chamber of commerce may even be willing to help you identify and write to those businesses with such a request. Otherwise, use the yellow pages, calling the restaurants for names of the owners or managers.

Ethnic Organizations and Clubs

These organizations may be willing to host an event in their communities celebrating their native language. Consider inviting them to co-sponsor an event at school, to visit your language classes, or to be guest speakers.

Making contact with the leadership of these groups can be difficult. The best way is through students in your school whose parents are active in an ethnic community or organization.

Do some brainstorming in your foreign language classrooms to identify these students.

Local Celebrities, Members of Visiting Foreign Delegations

Invite a popular personality or foreign visitor to spend an hour in a language class, preferably a language that has special meaning for that person. Students can send letters to their favorite local personalities. If an overwhelming number of invitations are accepted, spread the visits of these guests over a week's time or longer.

Visiting foreign dignitaries or delegations can be determined through local World Affairs Council offices or the United Nations Association.

School visits by noted personalities are good press events. Coverage should be requested of neighborhood papers, if not the major newspapers, radio stations, and TV stations in your area. Students whose letters "land" the celebrities for the class should be the ones to contact the press.

Arts and Cultural Groups

Taking the opera as an example, try to tie a major local performance in another language into your promotion for the week. Call the public relations staff and ask how you might utilize the opera, the printed program, the stars, etc., to help promote Foreign Language Week. Do this at least six months in advance. Your request and interest will be well received, as opera companies, symphonies, and so forth, are very involved in educational activities.

School Board

A shrewd teacher and foreign language department will maintain regular contact with the local school board by attending meetings and sending information on a regular basis. Mailings to the school board can include the following: articles on foreign language studies; statements on the importance of foreign language to basic education; pictures and articles on former students who are using foreign language in their careers; quotations from famous people concerning foreign language study; information on job openings involving foreign language; and invitations to school events featuring foreign language activities.

The method of distributing this kind of information should be thought out carefully. Personal contact is the most effective; therefore, it would be worthwhile for a representative in each school district throughout the state to hand-deliver critical materials and discuss them with either the board president or, if possible, all board members.

Remember that boards change. Thus, the process should be repeated annually to keep members abreast of trends, legislative activities, and so forth, and to remind them of the benefits of foreign language studies and the needs these studies meet.

The Community at Large

It is good public relations to create some events solely for the pleasure of the guests and to send invitations to diverse constituencies. A standard event, but one that always brings rewards, is the cocktail party or reception. This could be a gratis event, or it could be used as a fundraiser for the state foreign language association or for a special project your teachers are promoting (scholarships, for instance).

Find a unique home or location for the event and a celebrity guest or special musical presentation. Possible underwriters are the local consular corps, a local international business concern, a publishing house representative, or parents of your students who might donate refreshments and help host the party.

If you need help on these procedures, call your local political party headquarters. Ask the chairperson to give you the name(s) of persons who have had experience with fundraising events and can give you some preliminary advice. Visit the library; many books have been written on this general subject.

For assistance on whom to invite, refer to "Who Is Our Audience?" (p. 12) and to Section 4, which provides a list of the kinds of community leaders invited to special events of the 1980 Washington/Oregon Joint Conference of Foreign Language Teachers.

Think Big on All Your School Events

Whenever you sponsor an event to which it is appropriate to invite people from outside the school, do so extensively and from among as diverse constituencies as possible. Students can make these contacts as class projects. The following letter is an example of the kind of invitation students can hand-write and mail widely. It is important to make the letters as personal as possible.

INVITATION TO SCHOOL EVENT

[school name and address]

Dear _____ (president, chamber of commerce):

National Foreign Language Week will be held on March 23-29. In celebration of this week, Juanita High is holding its International Cook Day on Wednesday, March 26.

Meals will be served between 11 and 12 o'clock. We will have delicacies like won tons, tostadas, raspadas, burritos, pastelitos de roco, German hot potato salad, Black Forest cake, pineapple butter cream cake, French crepes, etc.

You are cordially invited to join us. Please let us know when to expect you. If you are not able to attend, please call us with the name of a person in your organization who will come instead. We want the people of our community to see our school's enthusiasm and interest in other cultures.

[signed (language) student]

Contacting the Media

Following are six basic and effective approaches to involving the news media in your school. They call for student initiative as the key element in assuring response from the local press. Some aspects of these suggestions may be difficult to achieve the first time around, but once initial contacts are made, they can be perfected with ease in future promotions.

• Schedule a meeting of several students and teachers with a reporter (lunch, if possible) to talk about Foreign Language Week, exciting projects at school, developments in your programs at school, national developments, etc. The reporter may visit your school, but if not, be prepared and have some story ideas ready:

1. Update on Susie Jones, who took French four years at Lincoln High and is using language in her work

2. Local people in professions that use foreign languages (a nice series could be developed out of this)

3. Students who have just returned from travel or living abroad

If you're talking to TV people, have good visual ideas, e.g., students presenting a play in a foreign language.

• Encourage students to do all the follow-up phone calls on news releases promoting your activities. The following is a news release prepared by our association for the mayor's office in Seattle. Students from Cleveland High School made follow-up phone calls from the script that follows the news release.

NEWS RELEASE FROM MAYOR'S OFFICE

FROM: The Mayor's Office
[address]

INFORMATION: [contact name, phone]

FOR IMMEDIATE RELEASE March 25, 1980

Mayor Charles Royer will observe National Foreign Language Day this Friday when he and his wife, Rosanne, participate in a Japanese language class at Cleveland High School. They will report to room 206 at 10:00 a.m. to run through drills with the regular students.

The Royers studied Japanese for a short time before leading a delegation to Japan last November. They will have their skills scrutinized by Doug Card, Japanese language instructor at Cleveland.

"I'm nervous about it," said Royer. "I don't know how well I'll do. But we're lucky to have these programs in the public schools. The languages of the Far East are very important to Seattle's cultural and economic life." Japanese is offered in five other high schools besides Cleveland and at four junior highs in Seattle. Chinese is offered at five high schools and four junior highs, and Tagalog is offered at Lincoln High.

National Foreign Language Week, designated for March 23-29 this year, was originated by Alpha Mu Gamma, national collegiate foreign language honor society, to

stress the importance, need, and rewards of learning a second language.

Students around the country and in this state are engaged in a variety of activities, such as encouraging public libraries to display their foreign language materials and requesting businesses to run greetings in other languages on their readerboards. Several classes have written or called their favorite disc jockeys asking them to play music in other languages during Foreign Language Week.

Foreign language and international studies have received considerable coverage in the press since the release in November, 1979, of the report of the President's Commission on Foreign Language and International Studies. The report found U.S. capability in these areas "scandalously" deficient. In Washington State and in Seattle, foreign language enrollments have been climbing steadily since a slump in enrollments about four years ago.

Directions to room 206, Cleveland High School, 5511 15th Avenue South: Drive to parking lot at 15th and Lucile South and enter school at back (north side). There will be parking spots available for the press.

TELEPHONE FOLLOW-UP SCRIPT TO NEWS RELEASE

This is _____, a student at Cleveland High. I'm calling to tell you that Mayor Royer and Mrs. Royer will be participating in a Japanese language class at our school as part of National Foreign Language Week.

We hope your newspaper/TV station will cover this event. It's at 10:00 a.m., Cleveland High, Room 206 (give parking instructions).

· Prepare a Foreign Language Week press packet for key newspeople in your city and accompany it with a list of teachers and others in your community who are the best spokespeople on foreign language and developments. Keep in mind that while many teachers are outspoken at school or in professional meetings, they may get "cold feet" when contacted by the press. Be sure your list is made up of articulate, willing representatives. Put your allies in the business community and other community leaders on the list. They can speak for the value of foreign language and culture studies for America's future.

The memorandum below provides guidelines for assembling such a press packet.

PRESS PACKET MEMO

March 18, 1980

TO: [reporter, newspaper]

FROM: [publicity committee member]

March 23-29 is National Foreign Language Week.

In light of a recently released President's Commission report and the growing concern about this country's lack of capability in conducting foreign affairs, we thought you should see the attached materials. We would value an editorial on these matters next week.

Enclosed are:

1. A wrap-up news story by Sen. McDermott on the Basic Education Act in Washington State.

   The Basic Ed Act spelled doom at first for foreign language programs; the amendment making it part of basic education has had a very positive effect on programs and has increased public awareness.

2. A copy of the report of the President's Commission on Foreign Language and International Studies.

   The recommendations are summarized on pages 7-10.

3. A copy of the invitation to "Puget Sound Review: Strength through Wisdom," a seminar scheduled for April 11 in Seattle.

   Businesspeople, heads of international organizations, teachers, and others will review the recommendations as they relate to this state and determine priority tasks for regional activity in 1980-81.

4. A federal legislative update.

   As a result of the Commission's work, numerous pieces of legislation have been introduced in Congress this session.

5. Xerox of section from YOUR PUBLIC SCHOOLS, from superintendent's office in Olympia.

The single most outstanding result of the report of the President's Commission is that the foreign language and social studies teachers in each state have brought the recommendations down to a local level. They have discussed the report with diverse community groups, pointing out that international education is a local as well as a federal responsibility.

WAFLT has conducted four such public meetings in the state.

Citizens around the state have written letters to Washington State congressmen and senators urging that the delegation familiarize themselves with the report and that international education be given a strong position in the new Education Department.

RESOURCE PERSONS:

[name, title, phone of association president and immediate past president, local and state foreign language coordinator]

* Suggest that students write to their favorite disk jockeys, requesting that they play international music during Foreign Language Week. The letter below was similar to others

mailed widely by Olympic View Middle School (Mukilteo) students to radio stations in the Puget Sound region.

DISK JOCKEY LETTER

Dear Murdock in the Morning,

From March 23rd to the 29th is National Foreign Language Week, and the foreign language classes in our school plan to be celebrating by singing, dancing, and--best of all--eating. I was wondering if on this special occasion you could play some songs about other countries or some with even foreign lyrics. I think this would add a sparkling touch to the week of celebrating.

I wrote this letter to you because I listen to your show most of the time (I am not home all that much) so could you please pass this on to the other announcers so that they could play some foreign songs too?

Thanks, [signed student and school]

P.S. Passez une bonne semaine! (Have a good week!)
(That's French)

• Circulate any recent surveys and questionnaires among the press (and among students, parents, community groups) that discuss the status of foreign language studies, which languages people are choosing to study and why, etc.

• Ask for time on local radio talk shows. Producers may be willing to do a feature on foreign languages during Foreign Language Week. The talk show host might even be willing to give your school credit for the guest: "This guest is brought to you through the efforts of the journalism and foreign language students of Franklin High School."

The journalism teacher in your school should be able and willing to help you make this contact. Consult with him or her on the most effective way to approach a radio show host. Also, call the station yourself to find out from the host what kinds of guests he or she prefers.

N.B.: January is the month to start contacting talk show hosts (both radio and TV) on March activities. TV programs are harder to approach unless you have a unique guest to offer. On the other hand, something special from students may appeal to the TV producer.

Getting the Whole School Involved

We have already cautioned against attempting public relations activities without support from your school staff. The following suggestions are ideas for involving your students with faculty and students of other disciplines. Any publicity that accrues to the school through an exciting Foreign Language Week promotion will benefit the school at large.

* Start with brainstorming sessions in your language classes on how to get other disciplines and the rest of the school involved. For example, what kind of activity with the drama classes would demonstrate how the two disciplines relate to each other?

* Determine whether staff members have friends in the local press corps. Who among the local news reporters and executives is likely to take an interest in a foreign language event?

* Have journalism students contribute news stories on Foreign Language Week activities to their school paper, to neighborhood papers, and student columns in the major newspapers in town.

* Encourage foreign language, drama, and journalism students to produce a television public service announcement, first researching whether a local TV station would be willing to use their production on the air (see Lesson #5 in Section 1, Teaching Outline).

* Have foreign language students create a "promotional packet" for junior high students to encourage them to begin or continue foreign language study in high school. These foreign language "salespeople" can make their pitches during Foreign Language Week.

* Establish a speaker's bureau (perhaps offer a prize for the best presentation). Tell local service organizations that students are available as speakers. If resources are available, prepare an audiovisual presentation that might be shown to community groups or even on television. Augment this with in-person embellishment by students and teachers.

* Encourage students, teachers, parents, and others to send the president of the United States mailgrams stating the importance of second language study, each contributing a quarter or so to help pay for the wire.

* Get art students to produce posters and find locations to display them in store windows downtown.

· Suggest that the PTA or foreign language clubs sponsor ethnic or international dinners, pageants, school assemblies, etc.

· Encourage school counselors to offer students career clinics that are conducted by members of industry and government whose careers require ability in a second language. Speakers must be personable and articulate. Advertise the availability of these clinics to youth groups, church groups, etc.

· Design a one-night "shock" or exposure course in your language and invite parents and community members. Students can draw up a list of persons they would like to invite (including local celebrities), and each student can write or call one of them. BE SURE TO INVITE THE PRESS.

· Sponsor awards and contests. The presentation of special awards for accomplishments in the foreign language field is one of the easiest--yet most gratifying--activities your school or foreign language association can sponsor. This type of recognition is not expensive, yet it provides the potential of news coverage and establishes local program support from friends and families.

The New York State Foreign Language Association offers an award called the James E. Allen award based upon certain criteria to an outstanding school district in each of the ten areas in the state. Administrators, teachers, and the press are invited to a special program where the awards are presented. Other state organizations sponsor awards for outstanding foreign language students and teachers, and for nonlanguage people who have promoted foreign language studies (e.g., businesses that employ people with foreign language skills). Foreign Language Week is a very exciting time to induct students into the Foreign Language Honor Society.

The following ideas for contests and competitions can be enhanced by the imagination of your students:

· The foreign language association can sponsor a local or statewide contest (e.g., bumper sticker or slogan competition, essay contest, float competition for local parades).

· A poster contest can be followed up with an art exhibit. If the entries are good enough, a local museum might be convinced to sponsor the show.

· Beginning in January, keep a suggestion box in your room to collect ideas for Foreign Language Week promotional gimmicks. Give a prize for the best idea.

· Your foreign language association may want to establish a statewide "Emmy Awards" for foreign language promotion. Awards would be given to the schools with the best campaign presentations.

It is extremely important to issue advance press releases on awards programs. A school photographer should be on hand in any case, ready to shoot some good black and white pictures in the event the official press does not come. These pictures should be developed immediately and identified clearly to local newspapers--the next day if possible.

Teacher Response Form

Included in each packet, in addition to the guidelines discussed in this section, was a response form on which teachers were to report the activities they had planned for their schools. A sample of the form follows.

TEACHER RESPONSE FORM

Please return this form as soon as possible so we may know how plans are going around the state and whether there are some ways we can help you further.

Return to: [publicity committee member, address]

Our school is planning the following activities at school and in the community to promote foreign language week:

_____

_____

_____

I need help on the following (be specific as possible):

_____

_____

_____

Name_____School or School District_____

Address_____School Phone____Home Phone____

3. GUIDELINES FOR PRESENTING AN EDUCATIONAL ISSUE TO THE COMMUNITY

Publication of the final report of the President's Commission on Foreign Language and International Studies presented an important public relations opportunity to foreign language groups across the country.

As part of our efforts to ensure the maximum public discussion of the report and to give it "local" meaning across the state, the WAFLT board organized community forums in four diverse Washington cities: Bellevue, Richland, Bellingham, and Montesano. WAFLT also cosponsored a fifth and final public forum in Seattle in April 1980. The Seattle meeting was managed by the World Without War Council and consisted of an afternoon seminar for 100 educators, business leaders, and community leaders.

This section describes the procedures of the WAFLT-managed forums in the first four cities. It is a format that may be used in taking any educational issue to the community.

Strategy

In November 1979, WAFLT board members voted to convert the afternoon portion of the next four monthly meetings to community forums to discuss the President's Commission report. By tradition, our meetings are held the third Saturday of each month, and in the last few years, we have made a special effort to alternate meetings between the eastern and western sides of the state. The community forum idea fitted nicely into what had become our general thrust--to visit various cities, demonstrating a statewide concern for teachers and their communities.

We asked the president of WAFLT to preside over the forums, each of which featured a panel composed of a local political figure; a business leader; a community activist; a representative from the media; and a social studies or foreign language teacher, usually from a local college or university.

The Montesano meeting is presented below as a prototype for achieving diverse publicity and participation in a public forum. Montesano is a small logging community near the Washington coast, but our outreach efforts extended to the four-county area surrounding the city.

Organizing a Community Forum
(Montesano Meeting as Prototype)

• A reliable, creative, and active teacher in the area is identified to supervise arrangements. A community-oriented teacher has contacts and knows how to cultivate others.

• The teacher arranges a meeting place. Montesano High School was the final choice due to the availability of the school's very pleasant library. Students helped arrange refreshments, sign-in table, etc.

• The teacher determines the most appropriate newspapers, TV, and radio stations to contact for publicity. Eleven radio stations and 16 newspapers in the four-county area were targeted.

• The teacher identifies business leaders and community activists who should be invited to the forum. A panel of six to seven "reactors" is chosen out of this group. Remember to check with your own school principal, counselors, and PTA when researching names of people to invite to such an event. "Who Is Our Audience?" in Section 1 (p. 12) suggests various constituents to consider.

The Montesano community leaders serving on the panel included (1) a member of the Montesano School Board, (2) a state legislator, (3) a foreign language instructor from Grays Harbor Community College, (4) the State social studies coordinator, (5) the assistant city editor of the Aberdeen Daily World, and (6) the manager of the raw materials department, Weyerhaeuser Timber Company.

Other community leaders invited to attend the meeting were (1) members of the Montesano School Board, (2) a supervisor of a paper company, (3) the publisher of a local paper, (4) members of the Aberdeen City Council, (5) the director of the Port of Grays Harbor, (6) the president of Grays Harbor Community College, (7) the area AFS representative, (8) a local PTSA activist, (9) an international relations professor and all foreign language professors from Grays Harbor Community College, (10) a lumber company representative, (11) the owners of two large real estate firms, (12) the owners of two large retail stores, (13) a minister, (14) the mayors of Montesano and Aberdeen, (15) the presidents of area chambers of commerce, (16) a well-known local adult education instructor, and (17) senators and representatives from the Washington State Legislature.

• Association president mails letters of invitation and background on President's Commission to social studies and foreign language teachers in the four-county area. (Letter is reproduced below.)

TEACHER INVITATION TO FORUM

Dear _____:

I am writing to thank you in advance for any support you can lend our Board of Directors as we plan our meeting which will be held at Montesano High School, Saturday, December 15, from 1:00 to 3:00 p.m.

As Helen Hepp may have told you, we are limiting the business portion of our meeting to the morning as we meet each month this year. During the afternoons, we are conducting meetings designed to bring the work of the President's Commission on Foreign Language and International Studies to the attention of various communities throughout the state.

Rosanne Royer, Past-President of WAFLT, has been in contact with a number of influential people in your area. It appears that we shall have an impressive group of people on the panel at Montesano. By Monday, you will receive final information about the afternoon program. We urge you to xerox that information and distribute it to your colleagues and friends in the community.

As you will see from the information I am enclosing, this program will be of special interest to foreign language and social studies teachers. Any other people who are likely to be interested will be most welcome.

Panel members will be sent similar information. During the panel, they will be asked to consider the implications of the recommendations, their feelings about our national and local need for stronger foreign language and international studies programs in our schools, and their ideas of how WAFLT and other interested groups can support the Commission.

I look forward to seeing you in Montesano.

[signed association president]

· Association president sends letter of invitation to community leaders identified previously and to superintendents and school principals in the four-county area. (Letter is reproduced below.)

COMMUNITY LEADER/SCHOOL SUPERINTENDENT
INVITATION TO FORUM

Dear _____:

PRESIDENT'S COMMISSION FINDS NEED FOR
IMPROVED FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

DECEMBER 15: PANEL TO DISCUSS

The WAFLT Board of Trustees invites you to participate in a discussion of the recommendations of the President's Commission on Foreign Language and International Studies. Those recommendations reflect our global interdependence today. If they are implemented by Congress, they will have a positive impact on our students, our teachers, and our total society.

Through this meeting, the WAFLT Board hopes to bring information about the recommendations of the President's Commission to the attention of the residents of the Montesano area and to gain ideas we can use as we continue our efforts to improve foreign language instruction.

The discussion will be led by a distinguished panel of community and educational leaders, including:

[names and positions]

This is an open invitation--no charge, no registration. Just come and participate.

TIME: Saturday, December 15 . . . 1:00 to 3:00 p.m.

PLACE: Montesano High School, 418 East Spruce, Montesano

[signed WAFLT president]

• Association publicity committee sends public service announcement to public affairs directors at targeted radio stations. (PSA is reproduced below.)

CONTACT: [local teacher name/phone] [WAFLT president name/phone]

PUBLIC SERVICE ANNOUNCEMENT

Begin use: December 11, 1979
Do not use after: December 15, 1979

RE: DISCUSSION OF REPORT OF PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES

The public is invited to a discussion of U.S. capability in foreign languages and international studies on Saturday, December 15, from 1-3 p.m. in the library of Montesano High School.

The discussion will focus on the final report of President Carter's Commission on Foreign Language and International Studies released last month. A panel of persons representing business, government, education, school administration, and the school board will react to the recommendations of the report, followed by general discussion from the audience.

Panel Members are:

[names and positions]

· Publicity Committee sends news release to targeted newspapers. Note that the news release is longer than the radio PSA, which conforms to a 30-second time slot. Quotations are added for interest.

NEWS RELEASE

INFORMATION: [local teacher name/phone] [WAFLT president name/phone]

For Immediate Release

U.S. CAPABILITY IN FOREIGN
LANGUAGES AND INTERNATIONAL STUDIES
TO BE DISCUSSED IN MONTESANO

A public meeting will be held on Saturday, December 15, from 1-3 p.m., at Montesano High School to discuss

the recommendations of President Carter's Commission on Foreign Language and International Studies.

The report of the President's Commission was released last month and has received extensive publicity in national and international journals, pointing out the serious lack of capability of the United States in the areas of foreign languages and international education.

"Nine out of ten Americans cannot speak, read, or effectively understand any language but English," said Les McKim, president of the Washington Association of Foreign Language Teachers, which is sponsoring the public meeting.

McKim added that this is critical if only from the standpoint that 1 out of 8 jobs in U.S. industry and 1 out of 5 in U.S. agriculture now depend on international trade.

The meeting in the library of Montesano High will feature a panel of leaders from business, government, education, school administration, and school board in the four-county area around Montesano. Panel members are:

[names and positions]

Specialists on bilingual education and teachers of English as a second language will also be present to answer questions.

McKim said that "the decline in our foreign language and international studies programs over the last decade can be overcome during the 1980s if the U.S. Congress decides to implement the Commission's recommendations.

"We want communities around the state to tell us how they feel about the recommendations and what they think are priorities for action."

The meeting begins at 1 p.m. sharp.

· Teacher and his or her committee make follow-up phone calls (1) to schools, reminding teachers and principals of the meeting; (2) to newspapers, to assure that an announcement of the meeting will be published, if not a more extensive story based on the news release. Remind reporters that they are invited to attend the meeting.

· WAFLT publicity committee prepares follow-up news story after the meeting and sends it to newspapers that did not send a reporter to the forum. Story should contain extensive quotations from members of the local panel.

· WAFLT president sends thank-you letter to panelists, pointing out the value of the panelists' opinions in assessing the value of foreign language studies to basic education and to the community's needs.

· WAFLT publicity committee utilizes contacts made in the Montesano community by requesting letters of support from community leaders for proposed foreign language legislation before Congress. (Memorandum requesting support is reproduced below.)

MEMORANDUM SOLICITING SUPPORT FROM COMMUNITY LEADERS

TO: [Individually addressed to personalize]

FROM: Rosanne Royer [phone]
Washington Association of Foreign Language Teachers

I have just spent some time in Washington, D.C., and am writing to ask for your help on a matter relating to foreign language and international studies, an area where we share concern.

There are some decisions about to be made on a national level which can greatly improve U.S. capability in international affairs and in the cross-cultural enrichment of our citizens. Some letters from you can make a difference in how these decisions go.

Specifically, the new Education Department is being organized, and members of Congress will be responding to the recommendations of the President's Commission on Foreign Language and International Studies, which completed its report in November 1979. The enclosed copy of a Wall Street Journal article will give you a quick overview of the concerns of the Commission.

The new Education Department now has transition teams working on organization. It is the deep concern of people in international studies, foreign language, and related fields that these areas be given a top priority in American education. In fact, the President's Commission report recommends the appointment of an Assistant Secretary for International Affairs.

My feeling is that these areas are an important component in balanced security measures. While it is absolutely important for the U.S. to show its strength in the world, it should not be just in arms, but in the long-term, ongoing preparation of a citizenry that can speak other languages, is aware of diverse cultures in our own country, and is informed on international issues. In this respect we must be very careful not to pull out of all cultural and scholarly exchanges in times of crisis; rather, we must leave something to build on in the future.

I have attached a suggested letter to the new Secretary, Shirley Hufstedler, and to congressmen and senators from Washington State. Your immediate response will be greatly appreciated. My sincere thanks for your concern and follow-through on this.

ENCLOSURES: "On Ne Parle Pas Français Ici--Much less Arabic," Wall Street Journal, January 10, 1980

Instruction sheet
Names, addresses of congressional delegation

Overview

We cannot stress enough the value of targeted invitations to community forums. Public announcements are essential, but by themselves will not guarantee attendance or impact, nor will the letter of invitation, unless it is followed up by a phone call. Our press coverage was not phenomenal, but the Commission report gave us a reason to make extensive media contact on an issue of importance to the whole country.

We have emphasized in each section of this publication that students are good salespeople. They can and should be involved in every aspect of setting up such a meeting. Writing letters and writing the wrap-up news stories for their school papers and local neighborhood papers are possible class projects. Students can be very effective in the follow-up phone calls to the press.

Two areas of strategy where we would suggest improvement are in the format of the meeting and the day on which the meeting is held. A good audiovisual presentation, such as the filmstrips available from the Northeast Conference, would liven up the opening of such a public meeting. Because Saturday was the only day our board members were available for meetings, we did not have a choice of meeting time, but it was clearly a disadvantage in drawing public attendance. A week night would be better, depending on the distance participants have to travel.

4. UTILIZING THE ANNUAL CONFERENCE TO INVOLVE THE COMMUNITY WITH THE FOREIGN LANGUAGE PROFESSION

Ideally, a foreign language association will be engaged in public relations efforts throughout the year. If not, it makes the outreach potential of the annual state foreign language conference particularly critical. The conference should be analyzed carefully for every possibility of contacting the community and publicizing the presence of foreign language teachers in that city. This requires a publicity subcommittee of at least six to ten people who can share the kinds of activities described in this section.

When the conference is held in a university town--and most conferences are--the publicity committee should request advice and assistance from the public relations director of the school. In any case, it is important to involve a public relations professional in your initial discussions in order to get the best possible ideas on how to relate the conference to the community. Ask such a person to donate some time, especially if he or she is a friend of someone on the board or has shown a previous interest in foreign language and international studies. Also, please refer to "Who Is Our Audience?" in Section 1 for infor-

mation on identifying constituents of foreign language studies who should be notified about or involved in the conference.

The material in this section emphasizes activities and resources that we believe are relatively underutilized. Prototypes are drawn primarily from the 1980 joint conference of Oregon and Washington foreign language teachers, though the 1979 WAFLT conference in Spokane is also featured. Because the use and preparation of news releases are covered in previous sections, we have not given examples here. Please refer to the earlier sections and the bibliography for this information.

We have also not provided details or examples on contacting school personnel (superintendents, principals, school board members, counselors, etc.). This is obviously an extremely important group of people to invite to conference activities, and most associations do this already. Your message to superintendents and principals should include a request that they encourage their teachers to attend the conference. For example, as part of our public relations efforts for the 1979 conference, the WAFLT board sent a special letter to 62 superintendents representing 12 counties in the area around Spokane, where the conference was being held. In the letters, we described WAFLT's dedication to the improvement of foreign language teaching through our conference offerings and how we were relating the conference sessions to Spokane's business, cultural, and ethnic communities. On a separate sheet we highlighted the conference, requesting that the superintendents reproduce the sheet and send it with a memo to each of the schools in their jurisdictions.

The "less commonly developed" activities that are detailed in this section include

- recruitment of non-teacher volunteers,
- special V.I.P. cocktail party reception,
- special conference mailing to members of the business community,
- selection of civic leaders to receive <u>complete</u> conference registration materials,
- letters to chairpersons of education committees of major community organizations,
- organization of an aggressive advertising campaign,
- special news packet to select members of the media,
- radio public service announcements, and
- other significant community involvements in the conference.

Volunteers

It is always a great disappointment when committee members who work numerous months organizing a conference also end up

with full-time duty at the conference site. No practicing teacher should have prolonged volunteer duty at the conference. The conference is for the benefit of teachers, and they should participate in as many sessions as possible.

In an experiment to free as many practicing teachers as possible and to broaden the involvement of the community, our conference committees made a special effort to recruit volunteers from outside the profession. There are many advocates of quality education who want to help teachers; volunteering for the conference gives them a specific opportunity to assist us.

This approach to conference volunteers creates extra work and might be viewed at first as an "unnecessary bother." But if our profession wants to win solid, long-term supporters in the community, the best way is to show them from up close what we are doing and to involve them in those processes whenever we can.

From their own experiences and personal contacts, committee members compiled lists of likely prospects, including retired foreign language teachers, members of the Women's University Club, foreign exchange students in area colleges, active community education advocates, members of an organization that promotes language programs in the Asian community, and high school students. (You need not be confined to these sources; our late decision to recruit volunteers limited our exploration of other sources. Refer to "Who Is Our Audience?" for further guidelines on where to seek interested volunteers. Also keep in mind the ever-increasing number of organizations for the elderly, which provide volunteers for community projects.)

Most of our volunteers (35 nonteachers) completed their assignments. As expected, several of the high school students "encountered transportation problems" and did not appear. To be successful, the volunteer effort should be a major thrust of the conference, with names of prospective individuals and organizations developed throughout the year. Six months' planning would allow for a wide variety of people to be contacted. Friendly reminder calls a few days before the conference would help assure the follow-through of the volunteers.

On any given shift, two volunteer coordinators (these need not be teachers) plus relief people must be on duty: one to whom volunteers report to pick up their assignments, and another who moves about the conference checking volunteers on their assignments and responding to any questions they may have.

V.I.P. Cocktail Reception for Board Members, Keynote Speakers, Donors

It has been traditional for the WAFLT board to host a V.I.P. cocktail party on the Thursday night before the annual conference opens. The event is usually held in a hotel suite with attendance limited to officers and conference organizers. Our hope for the 1980 joint conference was to break away from the

usual crowded conference hotel suite and host the party in an outstanding environment in the city. We wanted to invite community leaders and the press and believed that a unique setting would encourage them to join us. This was an accurate assumption.

The board received permission to use the 40th floor of the Rainier Bank Building, which is located one block from the hotel where the conference was held. "The Rainier Tower" is an elegant reception area with a magnificent view of Seattle and a notable art collection. A balalaika trio provided music, and international hors d'oeuvres were served. The "splendor" of the evening set a nice tone on which to begin the conference, and those who had worked very hard organizing the conference appreciated being honored in this way.

As indicated on the invitation, the cocktail reception was underwritten by some publishers, businesses, a local consulate, and a private donor. Invitations were sent to the following: (1) donors of major services (typesetting, cover design for the conference program, etc.); (2) select members of the press; (3) school board president; (4) members of the Seattle City Council; (5) mayor of Seattle; (6) keynote speakers; (7) all teachers giving presentations; (8) conference chairpersons; (9) board members, Washington and Oregon associations, and ACTFL representatives; and (10) exhibitors.

We encouraged teachers, conference chairpersons, and board members to bring their spouses or partners, but asked that they donate $10.00 per guest. Although special guests, such as the school board president, mayor, city council members, etc., were not expected to make this donation, most of them did not bring spouses or guests. Approximately 110 people attended, and we were able to cover our costs.

We recommend that special attention and creative thought be given to the invitation list and location of this V.I.P. reception, which most associations sponsor. It is an excellent public relations tool and can demonstrate to those attending that you have important contacts and support in the community. At the very least, you have come to the attention of decision-makers outside your own profession.

Special Conference Mailing to Members of the Business Community

A select group of 20 local businesspeople involved in international business or activities were mailed a conference "highlights" sheet and invitations to both a Friday luncheon and a Friday night cocktail party for conference registrants. Most of these individuals had participated in the "Puget Sound Regional Review of the Report of the President's Commission on Foreign Language and International Studies," held in Seattle in April 1980. We believed that an invitation to our conference activities was a good follow-up to that previous involvement.

The group of 20 included representatives from the following business areas or organizations: (1) the largest development firm in the city, (2) the Port of Seattle, (3) an international luggage company, (4) an international candy manufacturer, (5) an aircraft manufacturer, (6) an architectural and engineering firm, (7) lumber manufacturers, (8) import/export agencies, (9) import businesses, (10) IBM Corporation, (11) an insurance firm, (12) banks, (13) Rotary International, (14) the chamber of commerce, (15) a travel agency, and (16) airlines.

After the mailing was sent, a follow-up phone call was made to each of the persons on the list. We were gratified to see five of them at various sessions and speeches of the conference. There may have been others present whose faces were unfamiliar to us. The "highlights sheet" sent to them is reproduced below. It was printed on bright green paper as a three-fold mailer. The WAFLT letterhead appeared on one side and the conference logo ("The 80's--A Renaissance of Languages") on the other.

INVITATION TO MEMBERS OF BUSINESS COMMUNITY

TO: [Twenty select individuals in the business community]

FROM: Les McKim, Rosanne Royer, Chairpersons
1980 Joint State Conference of Foreign Language Teachers

RE: Invitation to attend special sessions and events at our conference, October 10-11, Seattle Hilton and Park Hilton Hotels

Because of your orientation to international matters, we cordially invite you to join us at any time during the conference. The registration fee is only $2.00, and anyone in your company or business may attend. The registration desks are located off the main lobby at the Park Hilton.

OUR KEYNOTE SPEAKERS:

1. Mayor Charles Royer, speaking on the language needs of Seattle and the responsibilities of cities in international affairs. Friday, Oct. 10, 10:40 a.m., Pacific Ballroom, Seattle Hilton

2. Dr. Protase Woodford, Educational Testing Service, Princeton, N.J., speaking on foreign language instruction in foreign countries. Friday, Oct. 10, 2:45 p.m., Pacific Ballroom

3. Dr. María Medina Seidner, Bilingual Specialist, State Board of Education, Illinois, speaking on the relationship between bilingual and foreign language programs. Saturday, Oct. 11, 9:30 a.m., Pacific Ballroom

OF SPECIAL INTEREST:

1. "Foreign Languages and the Corporate World" - Jack Kolbert, Director, California Academy of Sciences, San Francisco; Friday, Oct. 10, 9:30 a.m.

2. "Career Opportunities in International Trade for Foreign Language Teachers and Students" - Friday, Oct. 10, 11:50 a.m.

3. "Portland's International Studies Center: An Example of Forging New Alliances" - Saturday, Oct. 11, 8:45 a.m.

4. "Concemporary German Culture/Business" - Friday, Oct. 10, 9:30 a.m.

CULTURAL SESSIONS OF INTEREST

1. "French Art and Architecture: On Location" - Earl Layman, City Historic Preservation Officer, Seattle; Friday, Oct. 10, 1:45 p.m.

2. "The French Enlightenment and the Birth of America" - Prof. Giovanni Costigan, History Department, UW; Friday, Oct. 10, 4 p.m.

3. "Touring the Soviet Union: A Slide Show and Description of a 10,000 Mile Trip around the USSR" - John Smith, Grays Harbor CC, Aberdeen; Saturday, Oct. 11, 11:40 a.m.

NO-HOST COCKTAIL HOUR

Friday, Oct. 10, 5:30-7:00 p.m.
Pacific Ballroom, Seattle Hilton

Seattle's electrifying RADOST FOLK ENSEMBLE appears at 6:00 p.m. sharp to perform music and dance from their Balkan and Appalachian repertoire, previewing their new 1980 show. (SEE ENCLOSED BROCHURE)

See you there!

Civic Leaders Receiving Complete Conference Registration Materials

Over the years, WAFLT has established working relationships with a number of local leaders in the fields of general or international education. Full registration packets were mailed to these individuals as well as a cover letter encouraging their attendance, or participation by someone in their organization. Included were

- all school board members;
- president, World Affairs Council;
- provost, University of Washington;
- dean, continuing education, University of Washington;
- director, Citizens Education Center, Northwest (a nonprofit research center and clearinghouse);
- directors, outreach programs, University of Washington;
- directors, history and literature departments, Seattle Public Library;
- vice president of a noted import/export firm;
- executive secretary, United Nations Association;
- noted free-lance producer of TV education programs;
- president, PTSA council, Bellevue;
- chairman, PTSA education committee, Seattle;
- director, foreign student office, University of Washington;
- director, international education projects, Pacific Lutheran University, Tacoma;
- president, national PTSA (resident of Bellevue);
- representative, School of International Studies, University of Washington;
- director, Washington Council for International Trade, Seattle;
- directors, World Without War Council, Seattle;

- Berlitz Schools of Languages, Seattle;
- Inlingua School of Languages, Seattle;
- Institute for Intercultural Learning;
- Languages Unlimited;
- executive director and president, Seattle Teachers Association;
- president, Washington Education Association; and
- American Association of University Women (Highline chapter) (interested in foreign language programs).

Letters to Education Chairpersons of Local Community Organizations

A surprising number of local service, political, business, and labor organizations have created education committees who keep their memberships informed on educational matters and propose educational projects to the organization.

Some of these groups are Rotary International; the Chamber of Commerce; PTA; Kiwanis; League of Women Voters; labor organizations such as the Teamsters and the AFL-CIO; Junior League; Lions; United Nations Association; Shriners; Knights of Columbus; Boy Scouts and Girl Scouts; and libraries, museums, opera companies, and symphonies. The following letter, sent to the president of the PTSA council, can be mailed to the education committee chairpersons of all these organizations.

LETTER TO EDUCATION CHAIRPERSON

Dear Mrs. Smith:

As a follow-up on our phone conversation today, I am enclosing materials on the WAFLT Fall Conference being held October 12-13 at the Ridpath.

You are welcome to visit any part of the conference, but if your time is limited, I would recommend the Friday morning sessions and the address by Dr. Robert Ward, who is a member of the President's Commission on Foreign Language and International Studies.

A cordial invitation is also extended to your fellow officers on the PTSA Council. We would like all of you to know about our work because we believe that foreign

languages, international studies, and awareness of ethnic communities around us must play an ever-increasing role in our school curricula. There are a lot of people around the world learning English, and we should be meeting them half-way.

Also enclosed is an invitation to our pre-conference wine and hors d'oeuvres gathering, which will commence shortly after 6:30 p.m. on Thursday.

We hope to see you next weekend.

[signed publicity committee]

Advertising Campaign for the Conference Program

Most foreign language associations sell advertising space to help pay for the printing of their conference programs. This is usually handled through letters to prospective merchants and organizations. But selling advertising aggressively to capitalize on its full potential is hard work and takes a special kind of commitment on the part of the advertising committee. Advertising efforts must be based on the conviction that whether or not an ad is sold, you are making a case for foreign language studies every time you place a follow-up phone call to a merchant or organization. The calls are an affirmation that foreign language teachers are not sitting still; they are out in the community with their message, asking for support.

While we are not advocating that teachers become advertising salespeople (most don't like doing it), we offer procedures we developed for an aggressive campaign and used for the 1980 joint state conference in Seattle. Printing costs had gone up, and we needed to do well in order to cover the cost of the official conference program.

Some teachers were more courageous than others in doing their follow-up work. As a result of our efforts, we were able to sell 60 ads for a total of $2,000 in advertising alone. The cost of printing the program turned out to be just over $1,000 because the typesetting was donated. The remaining advertising income was used to help meet other conference needs.

We developed the following procedures:

- No later than May, form an advertising team of at least ten teachers who meet once a month up to conference time in October.

- First meeting. Split up the yellow pages of a phone book and put on 3 x 5 cards the local advertising prospects, using the following categories as initial guidelines:

wine dealers
foreign film theaters
bicycle shops
foreign car dealers
yogurt shops
ethnic restaurants
gourmet shops/delicatessens
ethnic organizations
large international
businesses who might buy
a "greeting" ad
(e.g., banks)
import stores
record stores
exchange programs
travel agencies
foreign language schools
camera shops
world trade organizations
international understanding
agencies
AATs
political candidates
ethnic newspapers

- Chairperson or subcommittee selects 300 of the most likely prospects to target for mailing and follow-up. (Our prime prospects were businesses and organizations that had advertised in the program of the last joint state conference in Seattle in 1976. We showed them their ads from the previous program, asked for their continued support, and were able to secure new advertising from approximately half of them.)

- Advertising chairperson prepares announcement of availability of advertising space to the 300 merchants and assigns 30 to each member of the advertising team for follow-up phone calls. At subsequent meetings, advertising team discusses problems they are having with their "accounts," and chairperson offers encouragement.

Reproductions of materials used in the advertising campaign are presented below and include (1) letter to prospective advertisers; (2) letter from advertising campaign chairperson to sales team with script for follow-up calls; and (3) thank-you letter to advertisers.

The letter below was sent to the 300 prospective advertisers identified by the advertising committee. (The announcement was accompanied by an advertising order form and sample ads.)

SALES LETTER TO PROSPECTIVE ADVERTISERS

ANNOUNCEMENT

OF ADVERTISING SPACE AVAILABLE

We are pleased to announce a special regional foreign language conference this October 10-11 and to invite you to participate in the conference advertising program.

A new concern about the deficiencies in foreign language and international studies programs in this country has

led to congressional initiatives and local efforts to increase awareness and motivate improvements in international education.

Your support through advertising or, if you prefer, a donation, will help us meet our conference expenses and will support our projects to promote and improve foreign language programs. Foreign language programs are not automatic in our schools; we still have to work hard to keep them alive in the curriculum.

The October conference will be the first regional meeting of our national associaton, the American Council on the Teaching of Foreign Languages. Washington and Oregon teachers will be joined by numerous teachers from other surrounding states and British Columbia. The theme is "The 80's: A Renaissance of Language." Teachers on all levels will be involved.

This joint state conference, held in Seattle every four years, usually draws over 600 registrants. We expect that number to swell this year because of the regional nature of the meeting. We know that means business for the city. For example, there is no formal evening banquet planned, so our participants will be eating out. In any case, we hope you will consider your advertisement or donation an expression of support for this area of the school curriculum that relates to the future: to the diversity of our population, international visitors, and world trade, among other concerns.

Enclosed is an order form for advertising, samples of full- and half-page ads,* and information on donations. Please note the deadline of August 15 for final copy. We will appreciate your response indicating participation as soon as possible.

*NOTE: Two kinds of sample ads should be enclosed: an ad from a business, and an ad from an organization sending greetings or telling about its activities.

LETTER FROM ADVERTISING CAMPAIGN CHAIRPERSON TO TEACHERS ON WAFLT SALES TEAM

Dear Advertising Team:

About 300 advertising appeal letters have now been

mailed. I could not afford money out of the WAFLT treasury to mail to everyone we identified.

It took a lot of scrounging around to get help putting out the mailing and I ended up doing a lot of typing too. NOW COMES THE CRITICAL PART--YOUR FOLLOW-UP CALLS.

I am confident we can improve WAFLT's impoverished state considerably with our enthusiastic work on the advertising campaign.

A few comments before reiterating the script for CALL-BACKS.

1. There are three sets enclosed of the letter, information sheet, and order form that the prospective advertisers received. I stuck in the two extra copies in case you develop other prospects and will need to leave information with them. Save one copy so you can xerox from it in case you need additional copies.

2. DEADLINES FOR FOLLOW-UP WORK

   Please begin your follow-up calls no later than July 25; please complete them no later than July 28, the day of our next evening meeting. It would be wise not to save the calls for that last day. I would like to ask each of you to give a "progress" report on your accounts at that time.

3. If you have a friend or acquaintance who is an advertising salesperson, he or she may have some good tips on "psyching yourself up" for follow-up phone calls. Be sure to start with an "account" you feel will be a sure success; that will really get you going.

4. If you have any questions or trouble responding to the questions from advertisers, please call me right away; please do not wait to report difficulties until the July 28 meeting.

Thank you for this extraordinary effort on behalf of WAFLT.

SUGGESTED TELEPHONE CALL-BACK SCRIPT

1. This is _____. I am a teacher at _____. Our foreign language association contacted your

advertising director by mail regarding our October conference. May I speak with the advertising director or the person who handles advertising?

(NOTE: If a specific person appears on your list, ask for that person rather than the advertising director.)

2. (WHEN YOU HAVE THE CORRECT PERSON ON THE PHONE)

   Hello, Mr/Ms _____. This is _____, etc. About a week ago, your company received a letter from my professional organization, the Washington Association of Foreign Language Teachers. The letter announced that advertising space is available in our Fall Conference program.

3. Have you had a chance to look at the letter, Mr/Ms _____?

4. Do you need any additional information, Mr/Ms ____?

5. Is there any way I can assist you with the ad?

   Incidentally, Mr/Ms _____, an ad may be of a congratulatory nature, i.e., "United Airlines salutes Foreign Language Teachers," etc.

6. (If they reject the idea of an ad altogether, ask whether they have looked over the information for donors.) Would you be able to support us with a contribution?

(It's possible an advertiser might ask whether we would prefer a donation over an ad. One answer is that a donation is less work for them and for us, but it is up to them--just so the ad is camera-ready, because we are not able to offer artwork or layout services to them.)

The "thank-you" memo below was printed on WAFLT letterhead and was accompanied by a copy of our attractive conference program containing their ad.

LETTER TO ADVERTISERS

T H A N K Y O U

We are very pleased to report that our Joint State Foreign Language Teachers Conference in October was a

great success--both in its offerings to our teachers and in the extensive press coverage it received.

Enclosed is a copy of the conference program, as we promised. In perusing it you will see that you were joined by many other advertisers, exhibitors, and supporters of foreign language studies in making this conference possible. Over 600 teachers registered and were very impressed with the community support evidenced by your participation.

The awareness of how much the U.S. needs to improve diplomatic and economic performance abroad is growing rapidly; and people are recognizing that foreign language study is a big part of making those improvements. Your support helps us do our work more effectively.

If we have not received your check for the ad you placed in our program, a statement is enclosed. We will appreciate your immediate remittance, as we must close the books on the conference and settle our accounts.

Thank you again. Please call on us if we can assist you in a foreign language matter.

[signed conference co-chairpersons]

Special News Packet to Select Members of the Media

The information below describes what we believe was an exemplary effort to obtain media coverage for the 1979 annual conference held in Spokane, Washington.

In addition to mailing general press releases to the area's weekly and daily newspapers and to all radio and television stations in the Greater Spokane area, our publicity committee prepared a special news packet for 11 members of the media targeted by the full conference committee. (Those committee members familiar with Spokane identified local writers/reporters/news directors who had shown particular interest in educational issues and international affairs.) We believed that personal contact with a select group would enhance our opportunities for good coverage of the conference. The 11 individuals identified were

* the editor of the local chamber of commerce publication (Spokane is an inland city, but a major grain and heavy

machinery-exporting center and therefore deeply concerned about improving U.S. trade with other countries);

- three newspaper writers from the two major local newspapers;

- four television representatives: an assignment desk manager, a news director, a reporter, a public affairs director;

- two radio personalities: a popular talk show host, a news director; and

- the editor of a widely read weekly paper.

Each individual in this group received a packet of materials in a blue pocket file that we encouraged him or her to retain for future references to WAFLT and foreign language studies. A follow-up phone call was made to each person a week after the packet was mailed. The pocket file contained a cover letter, a highlights sheet, the tentative conference program, a WAFLT fact sheet, and general foreign language background pieces. These items are described in more detail below.

MEDIA PACKET COVER LETTER

Dear Mr. Jones:

If you have been hearing radio PSAs in the last couple of weeks, urging the study of other languages, you have heard PSAs produced by the Washington Association of Foreign Language Teachers.

We are meeting in Spokane at the Ridpath Hotel and Motor Inn, October 12-13, 1979.

Our organization is engaged in a public awareness program because we feel that foreign language and international studies must occupy an ever-increasing role in the school curricula and in the adult education programs across the country.

Enclosed are materials relating to our conference and to the general issues that concern foreign language teachers. Also attached is a list of possible subjects for press coverage. A copy of our final program will be mailed to you on October 9.

The conference is open to the public, and we invite you

to visit at any point in the two days to observe and to talk with us. We are also pleased to invite you to join the Board for wine and hors d'oeuvres on Thursday evening, October 11, after 6:30 in the President's Suite.

Thank you for your interest.

[signed publicity committee]

HIGHLIGHTS OF CONFERENCE

POSSIBLE STORY FEATURES

October 12-13, 1979 - Ridpath Hotel

INFORMATION: [contact name, school, phone]

MAIN SPEAKERS:

1. Dr. Robert Ward, Stanford University Center for Research on International Studies, and Member, PRESIDENT'S COMMISSION ON FOREIGN LANGUAGE AND INTERNATIONAL STUDIES. (Fri. 11-Noon)

2. Dr. Robert Blair, Brigham Young University: "Live Demonstration of Innovative Language Training Techniques and Materials." (Sat. 9-10 a.m.)

3. Dr. Pierre Capretz, Yale University: "Total Language: A Different Approach to First Level Language Acquisition." (Fri. 2:45-4 p.m.)

4. Mr. Wilhelm-Carl Weber, Monterey Institute of International Studies: "Professional Translating - Present Training and Future Needs." (Fri. Panel 9-10:30 a.m.)

DEVELOPMENT OF THEME: The Many Faces of Foreign Languages

1. Languages and Business - Panel of Inland Empire businessmen. (Fri. 9-10:30 a.m.)

2. Ethnic Groups of Spokane - Representatives of Asian-American, German, and Norwegian communities discuss maintenance of their languages and cultures. (Fri. 9-10:30 a.m.)

3. Inland Empire International Exchange Programs: Sister Cities (Mayor Ron Bair will speak); People to People representative; Amigos de las Americas. (Fri. 1:30-2:30 p.m.)

4. Bilingual Education - National perspectives and a session explaining terminology, philosophies, legislation. (Fri. 9-10:30 a.m.)

ON THE STATUS OF FOREIGN LANGUAGE STUDIES IN THIS STATE:

1. Dr. Lester McKim, President, WAFLT [phone]
2. Keith Crosbie, Supervisor of programs in the state, Olympia [phone]
3. Rosanne Royer, Immediate Past President, WAFLT, on the public awareness issue. Ms. Royer testified last spring at the Regional Hearing in San Francisco of the President's Commission on Foreign Languages [phone]

VISUAL FEATURES:

1. Bafa Bafa - A simulation game designed to raise awareness of what it means to experience culture shock. (Fri. 8-10 p.m.)

2. La Galead - A baroque ensemble featuring Spanish, French, and Italian classical music. (Fri. Lunch-Noon to 1:30 p.m.)

3. Chinese opera demonstration - Cocktail Hour (Fri. 5:30-7 p.m.)

4. Deutsches Haus (W 25 Third, the German-American Society) will sponsor a gathering for German language teachers and friends (Fri. 8-12 p.m.)

5. Folkdance workshop - Dances of France, Germany, and Spain. (Sat. 1-3 p.m.)

6. Posters in the downtown area - 100 posters have been distributed to merchants. The colorful posters welcome foreign language teachers to Spokane.

RADIO PUBLIC SERVICE ANNOUNCEMENTS:
Recorded by the following Inland Empire community leaders:

* Luke Williams - president, chamber of commerce
American Sign and Indicator, Spokane

- Helen Hazen Rymond - former school board member Hazen & Jaeger Funeral Home, Spokane
- Ira Joe Fischer (speaks Russian) - KHQ Radio Show, Spokane
- Chuck Haffner - People to People high school ambassador program, Spokane
- Byron Swanson - musician, Spokane
- Steve Corker - Corker, Farmer, Sullivan, Inc. (public relations firm). Former candidate for mayor of Spokane

Fact Sheet on WAFLT Organization, Goals and Fund-Raising Efforts

The fact sheet, which is not reproduced here, described WAFLT's efforts in making the public aware of foreign language study and of how our work relates to the needs and future of Washington State, a state deeply involved in international business. The fact sheet explained how WAFLT funds are used, what our major professional activities are, and the five categories of contributors we have established. If your organization has produced a brochure or flyer that gives this kind of detail, use that piece instead of, or in addition to, a fact sheet.

General Background Pieces on Foreign Language Studies

- "We're Tongue-Tied," by J. William Fulbright/My turn (Newsweek, July 1979)
- Background sheet on President's Commission, facts on status of foreign language programs in the U.S. (from Northeast Conference materials on Foreign Language Week)
- "The World Is Our Neighborhood" (flyer from Northeast Conference)

The rewards of this personal (if dogged) approach were great. Six interviews of key figures at the conference appeared on radio, television, or in the newspapers. In addition, one radio news director was on the premises both days, interviewing and taping extensively in preparation for a series on foreign language studies.

Radio Public Service Announcements Produced for the 1979 WAFLT State Conference[1]

The following radio public service announcements were written and produced by the WAFLT publicity committee and the public service department of KING Broadcasting in Seattle.

Six prominent citizens of Spokane were interviewed, and each then recorded a personal statement in support of foreign language studies. The background music (baroque) was added later in the radio studio.

Five stations in the Spokane area used the spots on the air during the week preceding the 1979 WAFLT fall conference.

While this was an enjoyable activity for the WAFLT publicity committee, it is our belief that high school foreign language students can and should be given this assignment (see Section 1, Lesson 5). Many high school students are experts on sound quality and tape recordings and are very interested in production.

RADIO PUBLIC SERVICE ANNOUNCEMENTS

1. This is Byron Swanson.

Music has been a big part of my life--I've performed all kinds.

But an experience I'll never forget was the first time I sang in German in a recital at Gonzaga University. I forgot the words halfway through and had to make them up--much to the agony of my coach, standing in the wings.

I learned from that experience that the music of other cultures enriches your life more if you've studied a foreign language.

Learning a second language is the best way to <u>really</u> get inside another culture.

[1] *A tape recording of these PSAs is available through Dr. Lester McKim, Bellevue Public Schools.*

This message brought to you by the Washington Association of Foreign Language Teachers--holding their annual meeting this week in Spokane.

* * * * *

2. *Zdravstvuite! Menya zovut Ira Fischer. Doma my govorili po-russki, i po-etomu ya znayu chto vodka, pirozhki, borshch, i bif shtroyanov.*

(Greetings! My name is Ira Fischer. I grew up speaking Russian and that's why I know very well what vodka, piroshki, borscht, and beef stroganoff are.)

Being able to speak Russian has brought me great pleasure in meeting international travelers and in my association with Russian-Americans.

The schools in our area are teaching Russian and other languages. This is one way every city can contribute to international relations.

Learn a second language for yourself and for others!

This message brought to you....

* * * * *

3. This is Luke Williams, president of the Spokane Chamber of Commerce.

The businessmen and women of the Inland Empire are

active in other parts of the world selling heavy equipment, agricultural products, and other goods.

Their work requires the skills of people who speak other languages.

The economics of this area and of our nation are an international matter, and foreign language experts play an important role in making wise trade decisions.

It's just one reason why learning other languages is a wise investment of your time.

This message brought to you....

* * * * *

4. This is Steve Corker, member of the international board of the Eisenhower People to People program.

Have you ever considered becoming an ambassador to a foreign country? Well, I have been an informal ambassador, having lived overseas with families in many countries, and I know the importance of speaking that second language.

We can learn a lot from other cultures if we listen --and you hear best and the most when you speak the language.

Learn a second language and become an ambassador.

This message brought to you....

* * * * *

5. This is Helen Hazen Rymond. During my years on the Spokane school board one of my major concerns was the status of foreign language programs in our schools.

Today, people all over the world are learning English and in doing so, are learning a lot about us.

If we really want to understand other cultures and increase our job opportunities, we do that best by studying other languages.

Learning a second language is a <u>good</u> investment.

This message brought to you....

* * * * *

6. This is Chuck Haffner, national director of the People to People high school ambassador program.

Over the years, thousands of students in the Inland Empire have participated in our program. One of the most common responses among these students has been a regret that they were already juniors and seniors and had not begun to study a foreign language many years before.

Around the world there are a lot of people learning English. It's time to meet them halfway.

Learn a second language to enrich your life and improve human understanding.

This message brought to you....

Other Significant Community Involvements in the Conference

It is extremely important to make an inventory of the personal contacts that conference committee members have in the community. "In-kind" donations for needed services can save your organization money; but, equally important, they represent a commitment to our profession from the donor. The following are examples of various offerings from the community for the 1979 and 1980 conferences:

- A local public relations firm donated the cover design for the official conference program.
- A local publishing house donated some advertising typesetting.
- A local architectural and engineering firm donated the typesetting for the conference program.
- The convention and tourist bureau supplied tourist information and helpful tips. Check with them for souvenirs from merchants, e.g., plastic shopping bags, cocktail napkins, matches.
- Several merchants wanted their flyers inserted in conference packets. We agreed to do so in exchange for support ($50.00) of our Thursday night cocktail party.
- We featured Tillicum Village as a side trip available to teachers on Friday night. In exchange, Tillicum Village bought an ad in our program. (Tillicum Village is a tourist attraction that features a ferry boat ride across Puget Sound, smoked salmon, Native American entertainment, and steamed clams in a smokehouse setting on beautiful grounds.)
- Businesspeople who were not interested in buying an ad for the program were asked to contribute raffle prizes instead. We acquired 16 raffle prizes in this way.
- The two largest electronic readerboards in Spokane carried greetings to foreign language teachers.
- 125 posters made by high school students were distributed to downtown Spokane merchants and libraries.

CONCLUSION

The primary goal of this publication has been to establish a rationale for making public relations part of the school curriculum. Only by infusing community relations into the school day can we hope to increase teacher and student participation in restoring public confidence in our schools and in foreign language programs.

We have tried to show, through the teaching unit in Section 1 and through prototypes in the other sections, that "public relations" is a basic communications tool in society and as such should be addressed at some point in every classroom. An interdisciplinary team approach offers especially exciting possibilities, as the teaching unit demonstrates.

Second, we have urged that community relations become a priority for the state and regional associations in at least two activity areas: (1) a major "Foreign Language Week" effort, and (2) the planning of annual conferences, which should include a careful analysis of all the possibilities for publicity and community involvement. A foreign language festival or an important conference successfully promoted within the school or profession has achieved only part of its potential. Sections 2, 3, and 4 provide assistance in going the rest of the way--offering community leaders and the public at large an opportunity to participate in our special professional activities.

Underscoring almost every suggested activity is a strong recommendation that the major role in community contact be given to students. In the same way that students spread bad news about school they can promote good news about the curriculum, if they understand that there is a relationship between public relations and the achievement of any public goal. This is a legitimate and vital concept to explore in the classrooms of a democratic society.

In each section, then, the stress is on students' carrying out as many of the community contacts as possible--writing letters to business leaders, inviting them to school or asking for information; preparing public service announcements for Foreign Language Week; being involved in the annual state conference of foreign language teachers, and so forth. In the process, they will begin to understand that appealing to the public and achieving public support are the keys to professional and political success and to the delivery of an idea or product. The excitement they experience in reaching community leaders, celebrities, and the media will drive this point home better than any lecture.

We hope this publication will be incorporated into foreign language teacher-training programs. Future teachers should know how to identify foreign language and international studies constituents in the community. They should be encouraged to think of public relations not as a nuisance, but as an element of the curriculum that promises interesting, "real-world" experiences for youngsters. Where practicing teachers are concerned, in-service workshops should always include a session on identifying support in the community and involving those constituents in school activities and needs on a regular basis.

Public awareness activities in and of themselves are shallow experiences if they are not backed up by competent teaching. On the other hand, asking the community to support foreign language programs implies that teachers are willing to let the public see what they are doing. It is an accountability process that tends to improve the quality of the product.

Foreign language teachers have had to struggle for survival over the last decade--an experience that has probably given them a head start in understanding the power of public relations. At a time when public confidence is low regarding academic offerings in our schools, we can exemplify to the rest of the teaching profession various processes and activities that help assure the public that teachers are doing competent work.

5. A SELECTED BIBLIOGRAPHY

1. Articles and Books

Alter, Maria P. 1976. A modern case for foreign languages. Modern Language Journal 60 (Apr): 155-59.

Contains a rationale that could be used when presenting reasons for maintaining or expanding foreign language study within a school.

Anderson, Charlotte. 1977. The college and the nonacademic community. Bulletin of the Association of Departments of Foreign Languages 9 (Nov): 37-38.

Contains a brief description of the activities used by the foreign studies department of a community college to create public awareness.

Arendt, Jermaine D. 1973. Where from here? Iowa Foreign Language Bulletin. ED 087 193.

Reviews the status of foreign language education and discusses public relations as a possible solution to the dilemma.

Becker, James E. 1973. International fever breaks out in Iowa. American Foreign Language Teacher 4 (Feb): 4-6, 34-35.

A good outline of how to organize a foreign language festival.

Benardo, Leo. What it's all about: A foreign language supervisor's report. ED 039 821

Contains an interesting public awareness possibility--the use of regional support teams--and emphasizes the need for a change in instructional methods if foreign languages are to survive.

Benseler, David P. and Joseph Labat. 1975. Workshop on promoting positive community attitudes toward language study. Pacific Northwest Conference on Foreign Languages. ED 138 060

Part II of this article contains a 45-item bibliography on the promotion of positive community attitudes toward language study.

Boyden, Marie R. 1978. Run with the ball! Foreign Language Annals 11 (Feb): 15-20.

A foreign language teacher describes her simple and inexpensive strategy for recruitment and publicity to build a strong foreign language program in the Crook County, Oregon, schools.

Brod, Richard. 1974. Careers and the foreign language department. Bulletin of the Association of Departments of Foreign Languages 6 (2): 16-22.

Excellent resource for guidance counselors, boards of education, and students.

_____. 1979. Strengthening language instruction in the United States. Bulletin of the Association of Departments of Foreign Languages 10 (Mar): 7-8.

This position paper was presented to the President's Commission on Foreign Language and International Studies in October 1978, and stressed the importance of providing Americans with opportunities to study foreign languages.

The case for language study--Taking it to the public. 1976. Modern Language Journal 60 (Apr): 149-50.

Members of the Joint National Committee tell about their participation in a national campaign to promote foreign languages to the American public.

Crane, Joanne B., ed. 1975. Dimension: Languages 1975. Proceedings of the Southern Conference on Language Teaching, New Orleans. ED 139 232.

Includes several articles on public awareness and career education.

Galloway, Vicki B. 1981. Public relations: Making an impact. In Action for the 80's: A political, professional, and public program for foreign language education, June K. Phillips, ed. ACTFL Foreign Language Education Series. Skokie, IL: National Textbook Co. ED 197 599.

Deals with the grass-roots public relations campaign, first in terms of program planning to bridge the gap between where

we are and where we want to be; and second in terms of the means by which these efforts may be directed toward specific audiences, both internally (within the educational system) and externally (to other groups).

Garfinkel, Alan and John Schillinger. 1976. The hard sell: Attracting students to language programs. Bulletin of the Association of Departments of Foreign Languages 7 (May): 34-35.

Griffin, Robert J. 1978. Your foreign language program: Telling it--and showing it--like it is. Foreign Language Annals 11 (Feb): 43-48.

A sound and slide show was produced at Parchment, Michigan High School to show the community how foreign languages were being taught there.

Grittner, Frank M., ed. 1975. Student motivation and the foreign language teacher. A guide for building the modern curriculum. ED 134 025.

Contains two valuable articles for the language teacher interested in public awareness: Gertrude Meyer's "Making the foreign language program viable to the public" and Constance Knop's "Gaining better student support for the foreign language program."

Handelsman, Michael H. 1979. Recruiting students for intermediate and advanced foreign language study. Bulletin of the Association of Departments of Foreign Languages 10 (Mar): 44-46.

This article discusses how some of football coach Johnny Majors' recruiting techniques can be used to build and maintain strong foreign language programs by reducing the rate of attrition at the end of the basic foreign language sequence.

Howard, John W. 1975. Public relations: An integral part of the foreign language program. ED 139 236.

Includes many suggestions for reaching the public, e.g., community language clubs, concerts, theatrical productions; activities to promote cooperation between language students and the rest of the student body; and ideas for language club activities.

Huebener, Theodore. 1975. Opportunities in foreign language careers. Vocational Guidance Manuals, 620 South Fifth Street, Louisville, KY 40202. ED 111 215.

An extensive manual that includes a brief history of foreign language instruction and a look to the future with special emphasis on career opportunities.

Jarvis, Donald K., ed. 1979. Techniques for increasing Slavic program enrollments: A collection of success stories. American Association of Teachers of Slavic and East European Languages, M.L. 340, University of Arizona, Tucson, AZ 85721. ED 174 013.

A collection of articles describing successful programs and efforts throughout the country at all levels. Applicable to all language programs.

Jarvis, Gilbert A., ed. 1974. The challenge of communication. ACTFL review of foreign language education, Vol. 6. Skokie, IL: National Textbook Company. ED 162 495.

Contains two articles on public awareness: (1) "Public awareness: How can associations and institutions use public relations skills?" by Anita Monsees; and (2) "Public awareness: What can the individual teacher do?" by Dona B. Reeves.

Jones, Gaston R. 1975. Changing community attitudes: Public relations and publicity for foreign language teachers. ED 112 677.

Describes a number of publicity and public relations techniques that can be used to promote and renew interest in foreign language study.

_____. 1977. Why foreign language teachers should be active participants in public relations and publicity activities. Paper presented at the Mountain Interstate Foreign Language conference, East Tennessee State University. ED 149 612.

A handout is included with this paper that gives detailed suggestions for public relations efforts.

Lagarde, Marie L. 1975. Public awareness of the foreign language program. Paper presented at the Southern Conference on Language Teaching, Atlanta. ED 139 237.

Contrasting views regarding the need for Americans to study foreign languages are discussed in this paper. Administrators are criticized for failing to appreciate and support foreign language programs.

Lavergneau, Rene L. 1974. Involving the community in Spanish programs. Hispania 57 (May): 287-91.

Gives helpful "how to" suggestions for high school and college teachers for increasing community involvement and thus community support.

Lester, Kenneth A. 1975. Career education and foreign languages? Paper presented at Southern Conference on Language Teaching, New Orleans. ED 139 239.

Emphasizes the need for teachers to be aware of career opportunities in which foreign language is an asset. Helpful to foreign language teachers and guidance counselors.

Levy, Stephen L. 1975. Using community resources in foreign language teaching. CAL·ERIC/CLL Series on Languages and Linguistics, No. 7. ED 102 878.

Shows how resources of the following elements of the "community" can be incorporated into a foreign language program: educational community; local political organizations; religious groups; cultural, professional, and civic organizations; community and public service agencies; parents and students.

Lipton, Gladys. 1977. L'enseignement du français dans les écoles secondaires américaines: tendances actuelles (The teaching of French in American secondary schools: Current trends). Le Français dans le Monde 133 (Nov-Dec): 34-37.

The American Association of Teachers of French organized a publicity campaign to reawaken interest in foreign language study. A French Language Week in New York City is briefly described. (Text in French.)

Literacy Volunteers of America. 1977. Community Relations Handbook. ED 188 465.

Includes information on the following: flyers, posters, and newsletters; advance preparation of photographs, identifying them, and getting releases; news releases and steps in their preparation; public service radio/television spots; speakers' kits and getting in touch with speakers' organizations; and planning a year's schedule of special events.

Marshall, Sol H. 1967. Public relations: Basics for community organizations. Halls of Ivy Press, 13050 Raymer Street, North Hollywood, CA 91605.

An excellent guide for the nonprofessional. Tells how to get organized and how to utilize the expertise and services around you.

Miller, Virgil. 1975. Promotional ideas for increasing foreign language enrollment in North Carolina. ED 121 091.

Gives many suggestions for reaching the public and gaining parent support. Includes a multitude of in-class and extra-curricular activities.

New York State Association of Foreign Language Teachers. 1978. Language Association Bulletin 3 (Jan): 33. ED 149 623.

Six articles appear in this issue; the three most helpful in the area of public awareness are by Barbara Elling, Ruth Phillips, and Irmgard Taylor.

Perkins, Jean. Reaching out. 1977. Bulletin of the Association of Departments of Foreign Languages 9 (Nov): 34-36.

Activities of the Modern Language Association provide a good example of public awareness efforts and good ideas for further activities.

Preller, Arno G. 1975. Filling the gaps in the foreign language methods course. Pacific Northwest Conference on Foreign Languages. ED 138 054.

Contains one section on the importance of public awareness and the foreign language teacher, and gives examples of interaction between language teachers and the community.

Report of the Task Force on Public Awareness. 1979. Bulletin of the Association of Departments of Foreign Languages 10 (Mar): 1-3.

A lack of interest in language study and cultural diversity is evident throughout American society. This task force report presents 25 recommendations designed to promote public awareness of the importance of studying foreign languages and cultures.

Ryder, Frank G. 1973. A matter of image. Bulletin of the Association of Departments of Foreign Languages 5 (Nov): 5-11.

This report is directed to fellow language teachers and contains suggestions for improving the way the community views foreign language study.

Savaiano, Geraldine. 1972. Preventive medicine for the foreign language teacher whose administration threatens amputation. Hispania 55 (Sept): 483-86.

Interesting and timely. Also contains many suggestions for classroom use. Directed toward high school teachers.

Schatz, Roy. 1978. Public relations and the second language teacher. Canadian Modern Language Review 30 (Oct): 26-28.

Relates some of the issues facing Canadians and offers suggestions for building better public awareness.

Seagrave, Maryalice D. 1978. Everyone loves a winner. Foreign Language Annals 11 (Feb): 49-50.

A comprehensive overview of the New York State Association of Foreign Language Teachers' awards program.

Shaefer, William D. 1973. Foreign languages and the international interest. Foreign Language Annals 6 (May): 460-64.

Points out some interesting facts that could be incorporated into a defense of foreign language instruction as well as used to stimulate classroom interest at both the high school and college levels.

Sherif, June L. 1975. Careers in Foreign Languages. New York: Regents.

A review of the role of foreign languages in a variety of careers. Helpful in guidance.

Steiner, Florence. 1974. Career education and its implications at the national level. Modern Language Journal 58 (Apr): 186-91.

Points out the need for greater emphasis on foreign language career education and long range effects this has at the national level.

Tichy, Charles. 1977. Reaching the public through local strategies. Bulletin of the Association of Departments of Foreign Languages 8 (Mar): 43-45.

Describes efforts undertaken by Slippery Rock State College to bring foreign language awareness to the community. Includes information on all types of community activities.

Varela-Ibarra, José L. 1975. Selling Languages. Foreign Language Annals 8 (May): 111-13.

Suggests a four-point selling program to help reverse declining enrollments and change the public image of foreign language instruction.

Wilkins, Wynona H. 1976. Corporate competition for foreign language customers: Is there an answer? Foreign Language Annals 9 (Dec): 519-24.

Lists suggestions for foreign language teachers to use in selling foreign languages, based upon techniques used by commercial language programs.

Wood, Paul W. and Leslie Badanes. 1976. Student motivation: Try a foreign language day. Foreign Language Annals 11 (Feb): 53-59.

An excellent article on how to organize a foreign language day and the positive results of such a day.

Yalden, Janice. 1973. A case for studying Spanish. Canadian Modern Language Review 29 (Jan): 36-42.

Offers a rationale specifically for Spanish but is applicable to all foreign language instruction. Could be used in public presentations.

Yorke, Harvey F. 1972. Of foreign languages....Some hints on do-it-yourself public relations for teachers. Foreign Language Association of Northern California. ED 065 002.

The author analyzes fundamental principles of public relations and communications theory. Teachers are advised on how to make news and how to deal with the media.

2. Pamphlets and Brochures

ACTFL foreign language week packet. American Council on the Teaching of Foreign Languages, 2 Park Avenue, Suite 1814, New York, NY 10016.

Contains posters, career education pamphlets, foreign language activities, and a copy of a letter from the president of the United States.

ACTFL's Accent! on promoting FL's. 1975. American Council on the Teaching of Foreign Languages. ED 130 536.

Three specific promotion devices are described: (1) a comic book, "The Continuing Story of Captain Fore Lang"; (2) a language-specific promotion focusing on Latin; and (3) a short bibliography of books, articles, and tapes concerned with the promotion of foreign language learning.

Alter, Maria P. 1978. A modern case for German. American Association of Teachers of German, 523 Building, Suite 201, Route 38, Cherry Hill, NJ 08034.

Although specifically geared toward promotion of German, this contains many ideas applicable to all languages. Could be used for promoting Clubs or when defending German language study within a district.

Board of education handout. New York State Association of Foreign Language Teachers, 1102 Ardsley Road, Schenectady, NY 12308.

An eight-page brochure created by the public relations committee to be given to all boards of education members. Statements on the importance of foreign languages, career information, and an interview with a former FL student who uses her language in a non-foreign language career. Good format for other groups to follow.

Career education and foreign languages. Enriching and explaining the foreign language program. Virginia State Department of Education, Foreign Language Service, Box 6-Q, Richmond, VA 23216. ED 150 457.

Part of a series of documents for teachers, administrators, and board members, this publication includes many public awareness activities such as fairs, foreign language days, career assemblies, and exchange programs. Bibliographies are also included. This is an excellent reference.

Foreign languages and the basics. 1978. American Council on the Teaching of Foreign Languages. ED 163 801.

An excellent brochure to be used in promoting foreign languages to boards of education and the community. Filled with facts. Helpful in formulating a rationale for your department.

If you want air-time: A handbook. Broadcast Division, Post Corporation, Appleton, WI 54911.

A useful handbook for people and organizations interested in utilizing media as a means for foreign language promotion.

John Hersey High School FL promotional materials. John Hersey High School, Arlington Heights, IL 60007.

Materials designed for parents and students of the local high school community to explain and promote their present

program. Includes discussion of who should take foreign languages and how, when, and where they can be used. A useful reference for other school districts wishing to create their own materials.

Managing your public relations: Guidelines for nonprofit organizations. Public Relations Society of America, 634 Third Avenue, New York, NY 10022.

An excellent series of six booklets, including Frances Schmidt's "Using publicity to best advantage," Dorothy Ducas' "Working with volunteers," Alice Norton's "Measuring potential and evaluating results," Anne L. New and Don Bates' "Using standards to strengthen public relations," Frances A. Koestler's "Planning and setting objectives," and Harold N. Weiner's "Making the most of special events."

News and you. Public Health Service: Alcohol, Drug Abuse, and Mental Health Administration. U.S. Dept. of Health and Human Services, Office of Communications and Public Affairs, 5600 Fishers Lane, Rockville, MD 20857.

A guide to using the press for positive public awareness.

Public relations information kit. New York Association of Foreign Language Teachers, 1102 Ardsley Road, Schenectady, NY 12308.

An invaluable guide designed to help foreign language departments promote their programs. Includes an outline for preparing hard news.

Publicity handbook: A guide for publicity chairmen. Consumer Services, Sperry Hutchinson and Company, 2900 West Seminary Drive, Fort Worth, TX 76133.

An easy-to-read, indispensable booklet for every public relations person. Tells you the how's and why's of public relations work.

"Quotable Quotes on the Value of Language Study." 1974. New York State Association of Foreign Language Teachers, Language Teacher's Bulletin 2½ (Sept): 8-15.

An unusual eight-page brochure containing quotes from well-known U.S. politicians, educational leaders, and government officials. Can be used in classrooms and for posters in public displays.

Strasheim, Lorraine A. Make your own foreign language brochure.

1978. American Council on the Teaching of Foreign Languages, 2 Park Avenue, Suite 1814, New York, NY 10016. ED 163 802.

This teacher's guide describes the preparation of language program publicity brochures using cultural themes. Suggestions are offered for both design and content.

Thirty-six ways to put bilingualism to work for you. 1977. Canadian Chamber of Commerce, Montreal, Quebec; Department of the Secretary of State, Ottawa, Ontario.

Many useful activities for increasing student interest in the classroom.

Washington County Public Schools FL promotional materials. Board of Education of Washington County, Hagerstown, MD 21740.

A series of one-page fold-out flyers related to careers, world understanding, basic skills, and so forth. Excellent promotional materials that could be used as models for other school districts.

What about foreign languages. Minnesota State Department of Education. Available from New York State Association of Foreign Language Teachers, 1102 Ardsley Road, Schenectady, NY 12308.

An eye-catching, concise, 12-page brochure pointing out reasons for learning a foreign language. Meant to be used with students but could well be shared with principals, guidance counselors, and school board members.

Why learn German. 1979. SUNY Council for German Studies, German Department, SUNY at Stony Brook/SUNY at Albany.

An excellent handout for students, parents, and community members that briefly points out the importance of studying German.

Why study Russian. American Association of Teachers of Slavic and East European Languages, M.L. 340, University of Arizona, Tucson, AZ 85721.

A brochure designed primarily for present and future students of Russian. Could be used as a promotional handout where Russian was being added to the program or where the present program was in jeopardy.

3. Software

American Association of Teachers of French, 57 East Armory Avenue, Champaign, IL 61820.

1. Getting in the swim. A color filmstrip and cassette presentation designed to interest prospective French students at the junior and senior high school levels. (25 min.)

2. Why study French. A color filmstrip and cassette presentation designed to interest prospective French students at the junior and senior high school levels. (25 min.)

American Council on the Teaching of Foreign Languages, 2 Park Avenue, Suite 1814, New York, NY 10016.

Two very good posters encouraging the pursuit of foreign language studies are available for use in schools, bands, displays, etc. (included in ACTFL Foreign Language Week packet).

Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401.

1. Slide-cassette presentation on the foreign language program in their school district with displays and photographs

2. Video-cassettes of interviews on careers and foreign languages using representatives from the local community

Babbitt Film Specialities, P.O. Box 10, Park Forest, IL 60466.

"A second language: Your key to understanding." A promotional film directed toward elementary and middle school students to encourage them to enroll in or continue foreign language study. (25 mins.)

CALTA Publicity Items, 739 Amanda Drive, San Jose, CA 95136.

This organization produces and sells a series of bumper stickers, T-shirts, and buttons, all of which promote foreign language study.

New York State Association of Foreign Language Teachers, 1102 Ardsley Place, Schenectady, NY 12308.

1. Bumper stickers. NYSAFLT sponsored a statewide bumper sticker contest and reproduced the top four for resale as promotional materials. Good to present to board of education members and other interested supporters of foreign languages.

2. Why foreign language. A two-part filmstrip cassette directed toward junior high students to interest them in studying foreign languages. The first part is a cartoon, and the second part presents a more serious approach to the value of foreign language instruction.

Northeast Conference on the Teaching of Foreign Languages, Box 623, Middlebury, VT 05753.

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